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ABSTRACT

This resource guide is designed as an aid to primary teachers of Mexican-American children. Besides including basic introductory material, the volume provides suggestions for parent involvement, classroom learning activity centers, and extensive resource materials. Classroom learning activity centers include: Art, Book, Communication, Discussion, Game, Listening, Puppet, Role Playing, Sensitivity, Viewing, Cooking, and Field Trips. Each learning center activity outlines the teacher's and the children's parts and refers to other centers for possible extended learning. Bilingual resources include: stories, poems, and lists of books and audiovisual materials in English and Spanish: community resource suggestions; and cultural awareness materials for the teacher. Appendices contain suggestions for: community resources; books, records, films, filmstrips in English for teachers; books and films in Spanish for teachers and children; references for ESL; and books cited in the text. It is recommended that the teacher use these materials as a resource to implement a program designed for the particular needs of their students. (Author/AM)

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ED108490

LANGUAGE DEVELOPMENT RESOURCES
FOR
BILINGUAL BICULTURAL EDUCATION

Developed by the
Experienced Teacher Fellowship Program
College of Education - University of Arizona
Tucson, Arizona - 1968-1969

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FOREWORD

Language Development Resources for Bilingual-Bicultural Education is designed to assist primary teachers of Mexican American children. Besides including basic introductory material, this volume provides parent involvement suggestions and leaflets, learning center activities, and extensive resource material. Each learning center activity outlines the teacher's and the children's parts and refers to other centers for possible extended learning.

This manual was edited by the editorial staff of the Dissemination Center. Consultant artist Darla Turner illustrated the text, and Assistant Editor Sarah Frey designed the cover, title page, and division sheets.

The Dissemination Center staff gives special thanks to Dr. Pat Nash, Professor of Education, The University of Arizona, for his assistance in the development and technical preparation of this document for publication.

Requests for information concerning *Language Development Resources for Bilingual Bicultural Education* or other bilingual materials should be addressed to the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

Juan D. Solís, Director
Dissemination Center for
Bilingual Bicultural
Education

PREFACE

The problem of education for bilingual bicultural children has been with us for many years but little if any progress has been made toward amelioration of the problem. The area of bilingual bicultural education which presents the most pertinent problem to educators in Southern Arizona is education for the Mexican American child. The Experienced Teacher Fellowship Program for Primary Teachers of Bilingual Bicultural Children in Southern Arizona was an attempt to provide a program to educate primary teachers in the evolving and implementing of appropriate instructional programs for these children who are so often unsuccessful in the typical public school program.

The contents of this publication represent the combined efforts of the participants in the project, the teaching staff, and consultants, both local and out-of-town. The materials are the result of a year's work on campus at the University of Arizona and actual field experiences in Tucson School District Number One.

These materials are not intended to be a guide or course of study that teachers would use in a structured sequence; rather, it is recommended that teachers use these materials as a resource to implement a program designed to the peculiar needs of their specific children. Teachers are encouraged to use their own discretion in adapting and adjusting these materials and activities to the instructional needs of their children. These activities are seen as a basic list of activities and it is expected that teachers will formulate and develop their own unique ideas as a result of using these materials. Although we feel that these materials will be a valuable asset to the teacher, the real value of them will be realized only by the teacher who possesses an empathy and understanding of children.

I would like to express my gratitude to Miss Frederica Wilder, Assistant Superintendent in charge of Elementary Education, Tucson District Number One, for her most pleasant cooperation in regard to providing field experiences for the participants. My thanks also go to the cooperating principals and teachers who allowed us to come into their schools. The consultants, both local and out-of-town, are to be commended for their astute contributions.

Finally, to the staff and participants I extend my sincerest appreciation for a job well done and best wishes for further professional success.

Pat N. Nash, Director
Experienced Teacher
Fellowship Program

PARTICIPANTS

These resources for teachers of bilingual bicultural children in primary grades were produced by thirty experienced teachers from Southern Arizona under the provisions of an Experienced Teacher Fellowship Program, authorized under Title V, Part C, of the Higher Education Act of 1965, in cooperation with the United States Office of Education.

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INTRODUCTION

CHAPTER I

INTRODUCTION

PURPOSE, OBJECTIVES, AND PROGRAM FEATURES

PURPOSE

The basic purpose of the Experienced Teacher Fellowship Program was to develop and test a pilot program designed specifically to help teachers implement programs for primary-level bilingual bicultural children in the public schools. Teachers who participated in this program were expected to acquire the competencies needed to return to their local schools and organize effective teaching-learning situations for these children.

OBJECTIVES

Each fellow acquired knowledge of:

- The particular bilingual-bicultural environments in which children live, in terms of their impact on school learning.
- The critical role of self-concept and learning styles on children's educational progress.
- First and second language learning and the cultural role of language in the teaching-learning process; the integration of the culture, self-concept, learning style, and language in the planning of systematic learning experiences for bilingual bicultural children.

PROGRAM FEATURES

- A cross-disciplinary program built around four areas: culture-sociology; psychology-language; teaching-learning process; and classroom application.
- Instruction in both Spanish and English.
- Team teaching.
- Field-teaching experiences in Tucson area schools.
- Cross section of consultants with special knowledge and experiences to share.
- Pre- and post-evaluation of the effectiveness of the cross disciplinary program.
- Special seminars for administrators to brief them on the program.

LANGUAGE DEVELOPMENT IN PRIMARY GRADES FOR BILINGUAL BICULTURAL CHILDREN: POINT OF VIEW

LANGUAGE DEVELOPMENT IS A PRIMARY FUNCTION OF SCHOOLS FOR YOUNG CHILDREN.

A modern school for young children is language centered. In fact, language development might be considered the primary function of the early grades. The most help which can be extended to children with bilingual bicultural backgrounds is to provide, during early years, first-hand experiences which will give meaning to words in both Spanish and English.

INHERITANCE AND ENVIRONMENT DETERMINE A CHILD'S LANGUAGE.

The amount and kind of language a young child has is determined by both inheritance and environment. That language - its amount and quality - reflects the home and community in which the child lives. When the child enters a school setting, it is up to the teacher to begin to expand that environment and to involve him in experiences which enlarge his present concepts and develop new ones. With bilingual bicultural children this broadening environment is extended with words from Spanish and English in oral forms. The major thrust in reading and writing is in the English language, but Spanish is not ignored in these activities. Spanish is used as a language base for contrast and comparison with English for children whose first language is Spanish.

LANGUAGE HOLDS THE TOTAL SCHOOL PROGRAM TOGETHER

Language development is emphasized throughout the school day. Language is not viewed as a period that can be identified on the daily schedule. Rather, it might be thought of as the "glue that holds the program together."

- It gives depth of meaning to art and construction activities.
- It is a vehicle for conveying the meanings of social emphases, of social experiences, and for describing the quantitative aspects of the environment.
- It builds spirit and understanding into singing of songs and playing of games.
- It places the creative thinking process at the heart of the instructional program.

CHILDREN BRING THEIR PERSONAL LANGUAGE TO SCHOOL.

All children entering school bring with them language of some sort. Each child has his personal language. It is all he has until it is expanded with words which describe new experiences. If his language is all Spanish, his early language development at school may need to be mostly Spanish with a little English as a contrasting language. If he enters school with some Spanish and some English, his early instruction will include some of each with special attention to English pronunciation. If his language is mostly English, instruction should feature Spanish pronunciation and the use of Spanish as a contrasting language. Within the total classroom, children interacting with two languages in natural ways builds a base for emphasis on writing and reading English at a later time.

TEACHERS VALUE EACH CHILD'S LANGUAGE.

Teachers should bear in mind that whatever language a child brings to school must be accepted since this is all he has with which to enter into the activities of the learning environment. To a teacher's ears some children may sound very bright and mature in either language, while others have speech we have to regard as "illiterate." Some children speak in the short phrases characteristic of most three-year-olds' speech regardless of the language they use; some are timid or overwhelmed by the new experience of school and do not speak either Spanish or English. The teacher, for the moment, must regard each child's limited language as worthy and consider it the base from which future language growth must take place. A wide spread of language capacities and many different levels of language development are accepted as normal and desirable.

MEANINGFUL LANGUAGE CAN BE DEVELOPED THROUGH VARIED EXPERIENCES.

Meaningful language can be developed for children with limited English and can be extended for those who possess good oral English through programs which feature materials and experiences. Meaningful language reflects growth in conceptual thinking and increasing facility in the use of the grammatical structure of the language.

ACTIVITIES WHICH PROVIDE OPPORTUNITIES FOR LANGUAGE GROWTH INCLUDE THE FOLLOWING:

- neighborhood walks for simple observations.
- cooking and tasting foods that are familiar and unfamiliar.
- viewing films on many topics of interest.
- assembling displays of items of interest.
- listening to stories and poems in both languages.
- singing the same songs in both languages.
- associating names of objects with pictures of the objects.
- adding descriptive words to names of things.
- listening to recordings.
- painting pictures to represent what is observed or imagined.
- playing games--especially ones in which words and phrases are repeated over and over.
- feeling things, smelling things, tasting things, listening to sounds, and learning to describe this increased sensitivity.

Language experiences which implement the above suggestions and the point of view expressed are described in detail in the next section. They have been selected to extend the philosophy of an experience approach in instruction to the "non-reading-of-print child." They provide basic language development which is required of any person who will read and write independently in the future.

The activities have been selected around three major language development concepts which are extended throughout the primary grades. These activities are planned for a learning environment which is friendly, homelike, and exploratory. Children participate in ways which ease the transition from home to school and from Spanish to English.

1. The child uses his own language. There is a focus on the continuing responsibility of the teacher to help each child have more and more words and sentence patterns with which to communicate his thinking and his feelings in natural and normal ways.

2. The child understands the language he is using. There is a focus on the continuing responsibility of the teacher to help each child understand coding and decoding processes of his languages, multiple meaning of words, the same meanings in two languages, the personal style of authors, and the many symbols other than alphabet symbols used by speakers and writers to communicate their ideas.

3. The child understands his language as used by other people. There is a focus on the continuing responsibility of the teacher to help each child develop personal confidence in interacting with the ideas and the language of people who

are not present in the classroom, and to be affected by their thoughts and their language so that his own language will reflect the influence in natural ways.

ORGANIZE TO INCREASE COMMUNICATION WITHIN THE GROUP.

There are countless ways to increase the amount and quality of communication and interaction in a classroom. This increased communication favors children who need to say and hear their own language and another language to an extent that they are truly bilingual. Children hear themselves talk, listen to television, view films, listen to recordings and to the radio, say things that have been written by the teacher, observe the talk of others as it is written, author books by dictating and illustrating them, paint pictures of their ideas, and understand the feelings and ideas of others who have painted, composed, and written.

The main ideas a teacher holds when organizing a classroom setting to facilitate language development are:

- There must be an atmosphere which promotes companionship and happy conversation.
- The activities should stimulate children to make active responses to their school environment.
- The organization should be one which gives children a sense of order and structure without limiting language production.
- The teacher should observe children in a variety of learning situations and listen to them individually often enough so that specific defects can be diagnosed.

Children should be released from teacher-control toward self-control and satisfying participation.

CONSIDER THE CHILDREN, THE TEACHER, AND THE PARENTS.

A learning environment which serves bilingual bicultural children to the fullest extent is one which has goals for child and parent participation as well as for teacher supervision and participation. The following chart outlines some of the important considerations:

THE LEARNING ENVIRONMENT

CHILDREN	TEACHERS	PARENTS
1. Children must be actively involved. This means that there will be purposeful movement and sound. Learning centers are highlighted which emphasize oral language--Spanish and English.	Through discussion with the students the teacher gains understanding of child development and from this she sets attainable goals which assure success for every child. Special attention is given to cultural background.	Plans should be made to allow parents to understand the philosophy of the learning environment. Regular features of the program should be parent participation in the classroom, home visits by teachers, conferences, letters, reports, and pamphlets.
2. A diversity of opportunity for learning in all curriculum areas must be available so that the children can process the same idea and the same language through related sensory experiences. There must be a balance of convergent activities (predetermined "right" answers) and divergent activities (accepted meaningful possibilities). The process the child experiences which highlights his personal thinking is of utmost importance.	The teacher lays the groundwork by providing necessary equipment and stimulating activities in a variety of learning centers. The teacher must accept temporarily the responses of children and then lead them to find alternatives. Both languages are accepted.	Parents should be encouraged and helped to follow through at home many of the language development activities initiated at school. They can encourage and invite children to participate in cooking, sewing, family trips, suggested television programs, and dramatizations of stories as they are read. Parents should strive to be positive in their attitudes toward their children's successes and/or failures.

CHILDREN	TEACHERS	PARENTS
3. Learning experiences should relate to the child's own life and experiences. He should not be penalized because he brings his family language to school. It is all he has! Spanish can be used as a key to learning English.	The teacher should be informed about each child's background and the community from which he comes. Special language influences should be identified and used to help diagnose specific pronunciation defects.	Through sincere efforts on the part of the teacher, parents will hopefully cooperate in acquainting the teacher with home problems affecting the child and in accepting new ways of saying things which the child is learning at school.
4. Children are provided an opportunity to expand their concepts and knowledge in as many areas as possible. As a student feels secure in the new environment his leadership qualities will be developed resulting in a better self-image.	The school program assures that children see things they have never heard, imagine things they have never imagined and, in general, view the world in new ways and say new things about it.	Parents should be helped to understand that talking with their children increases and reinforces their vocabularies. Reading to children expands their listening vocabularies and expands their horizons for thinking. Taking them to places of local interest increases their awareness of the known and unknown.
5. The learning environment should stimulate the growth of children through studies which are individualized and self-paced. The results should be abilities to express one's own ideas in personal ways in one or both languages and to be able to contact other people's ideas through reading, listening, viewing, and participating in group activities.	The teacher should provide new experiences for creative expression. In order to stimulate new interests, learning centers must be changing and dynamic. The activities in them should not be forced when it is obvious that children are not learning through them.	Parents should be informed periodically of current learning centers and encouraged to offer materials for them when they can. Parents should be encouraged to engage their children in discussions and to respect their ideas.

Within a classroom, there will be truly bilingual students--those who have internalized the structure of Spanish and English and have fluency in both.

There will also be monolingual students--those who have internalized the structure of only one language, Spanish or English.

In addition, there will be students who are not fluent in Spanish or English and who have not internalized the structure of either language.

PARENT PARTICIPATION

CHAPTER II

PARENT PARTICIPATION

PLANNING AND WORKING WITH PARENTS

Parents appreciate knowing about your plans to use a variety of language activities to promote oral language abilities for their children. They also need to know from the beginning of the school year that their participation with language building activities at home is very important to the success of the school program.

PLAN TO OPEN UP COMMUNICATION WITH PARENTS.

The teacher should get in contact with parents in some way before problems arise that need close and careful attention from the home and the school. Invite parents to be partners in educational activities. Some ways that have been helpful with other teachers are:

1. They give a few days of time prior to registration to visit every home to express an interest in the child to be in the class and to get acquainted with other members of the family. Some teachers who do not speak Spanish will visit with a Spanish-speaking teacher or invite an older child to accompany as an interpreter in communities where there are parents who do not speak English.

2. They make telephone calls to each home before or immediately following registration to talk on a friendly

basis. If Spanish is needed, they invite a teacher who speaks the language to help on a telephone extension.

3. They plan registration so there will be a few parents and children coming each day. During the registration time, children and their parents are introduced to various learning centers. They listen to records with headsets (English and Spanish versions of the same song or story), view a filmstrip, look through a magnifying glass, and paint a picture. In this way parents come to understand how their child spends the school day listening to many voices and learning new words.

4. They write special invitations for three or four parents to be their personal guests at school for a day periodically during the year. They plan for them to work in the learning centers, arrange for a visit with the principal and school nurse, let them play games with the children on the playground, eat at the cafeteria, and get acquainted in general with the school program. Teachers of young children arrange for parents to visit with older children in classes where they can see the school program for teaching "reading of print" in action. This relieves parents of fears that their child will not learn to read if he is not reading printed materials immediately.

5. They plan a group meeting of parents early in the school year to get acquainted with each other as well as with

the teacher. At the meeting they are encouraged to work in each learning center for a few minutes---to paint, listen to records, view filmstrips, and browse through books with Spanish and English versions. They sing together songs in Spanish and English. Following these experiences, the teacher identifies some of the language skills which are inherent in the activities which all have enjoyed so much. Parents learn from experience how children can enjoy school and learn at the same time.

USE PUPIL-PARENT LEAFLETS.

After establishing a level of friendship and understanding which will permit you to do so, explain the use of the Pupil-Parent Leaflets which you will be using. Assure the parents that they do not have to use all of the ones you send home and that those you have selected do not require that they spend any money. Some points to emphasize in talking with parents:

1. The leaflets are not homework! They are activities for the family to enjoy. Children cannot do them alone. All suggested activities involve the parents.

2. The suggestions are sent home after you have introduced the skill or activity at school. The home activity is for follow-up and practice.

3. For some of the activities, children will bring home packets of pictures and paper. (Many organizations will furnish magazines for pictures. Older children in school

or high school or college service organizations will help in selecting pictures, cutting them out and making individual collections for children to take home.)

4. Some of the completed activities should be saved for times when parents will share them with one another as they participate in the language program.

SOME TEACHER SUGGESTIONS FOR USING THE LEAFLETS

1. Use the sample leaflets as ideas for developing your own. To personalize them, use names where the samples have "Dear Parents." Sign your name to the letters.

2. If you use a version with Spanish and English, use both languages for all the children. Parents in English-speaking homes will enjoy having the Spanish language materials.

3. Plan to send a leaflet home about once a week. Occasionally a leaflet for a special occasion might be sent more often.

4. When you know that children do not have pictures, paste, and paper, provide some for their use. Get additional paper from the scrap boxes of print shops.

5. Develop leaflets which follow-up what you have emphasized in your classroom. Use the samples which follow as models.

6. Make the leaflets attractive. Children can decorate them with crayon drawings, cut paper designs, line drawings,

or other ways that personalize them and make them important to the child and parents.

7. In communities where very little mail is received, the leaflets should be addressed to the parents. This can be done by asking a class of older children to serve as secretaries to address the leaflets. As your children are able to copy names and numerals, they can address the leaflets from master address cards.

8. When you have parent meetings, share ideas which parents have used at home to complete the leaflets. Invite administrators and board members to meet the parents and learn of their contributions to the language development program.

9. Work with other teachers to develop a central collection of leaflets on many topics. Add new ones each year. Make leaflets from parent suggestions.

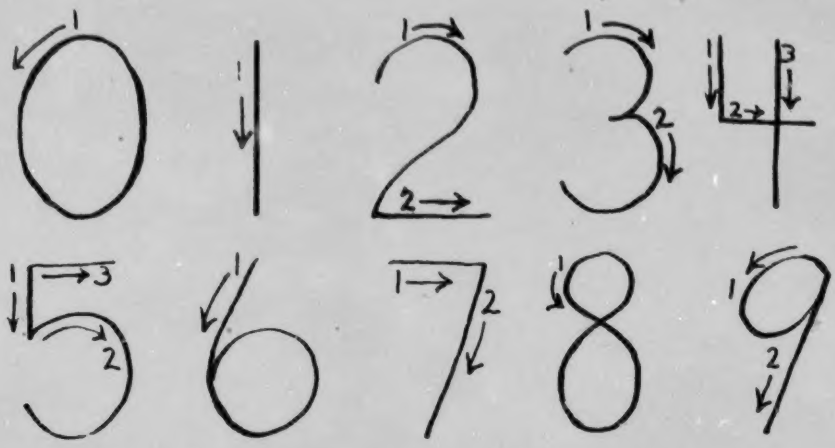
SOME SUGGESTED LEAFLETS IN SPANISH AND ENGLISH

Dear Parents,

Your child is learning to recognize and to write numerals. The bottom portion of this paper will serve as a model for your child as he practices writing numerals.

Here are some ways that you can help your child recognize numerals:

1. Find all the numerals that are alike in a newspaper, furniture, or grocery ad -- all the 8's, 5's, 3's, etc.
2. Find all the 2's, 4's, etc. in his favorite story book.
3. Find the channel of his favorite program on the television dial.
4. Dial the telephone number of his friend.
5. Identify numerals on road signs, house numbers, etc. as the family goes for a walk or ride.



Queridos padres de familia:

Su niño está aprendiendo a conocer y a escribir los números. La porción de abajo de este papel le servirá a usted como modelo para que su niño practique a escribir los números.

Lo que sigue son modos en que usted puede ayudar a su niño a conocer los números:

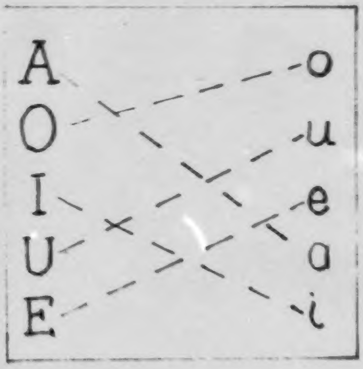
1. Busquen en el periódico todos los números que sean iguales en los anuncios de abarrotes o muebles -- todos los 8, 5, etc.
2. Busquen todos los 2, 4's, etc., en su libro favorito de cuentos.
3. Encuentren el canal de su programa favorito en el televisor.
4. Llamen a un amigo por teléfono usando el disco selector.
5. Identifiquen números en rótulos de carretera, en números de las casas, etc., cuando sale la familia de paseo.

Dear Parents,

Your child is learning to recognize and to write the letters of the alphabet. Most letters are formed with straight or slanted lines, circles and loops. They may be written as capital or small letters. Sometimes, in books, the letters are formed in different ways. The attached sheet will serve as a guide for you and your child as he practices at home.

Here are some games you can play to help your child learn to recognize letters:

1. Find a certain letter as many times as possible in his favorite story.
2. See who can find the most of a certain letter on a page in the book.
3. While out riding, see who can find the most b's, t's, etc. on billboards, road signs, license plates, etc.
4. Cut a certain letter from the newspaper as many times as he can find it, and paste them on a page in an alphabet book.
5. Match capital letters with small letters.



(Accompanying this work sheet send another work sheet with the alphabet in upper and lower case lettering.)

Queridos Padres,

Su niño está aprendiendo a reconocer y a escribir las letras del alfabeto. La mayor parte de las letras son formadas con líneas inclinadas o derechas, con círculos y con curvas. Se pueden escribir con mayúscula o minúscula. A veces, en los libros, las letras son formadas en diferentes maneras. La hoja adjunta le servirá como guía para que su niño practique en casa.

Estos son algunos juegos que pueden ayudar a su niño a reconocer las letras:

1. Busquen una letra (puede ser cualquiera) tantas veces como sea posible en su cuento favorito.
2. Vean quién puede encontrar cierta letra más veces en una página de algún libro.
3. Al pasear vean quién puede encontrar cierta letra, como la b, la t, etc., más veces en carteleras, rótulos de carretera, placas de automóvil o cualquier cosa que muestra letras.
4. Corten ciertas letras del periódico tantas veces como se encuentren y péguenlas en una página en un libro del alfabeto.
5. Comparen las letras mayúsculas con las letras minúsculas.

Dear Parents,

Your child is learning to measure things at school. To make measurements more meaningful to your child, he needs more practice at home.

Here are some things your child can use to practice with:

Measuring spoons
Measuring cups
Yardstick
Twelve inch ruler
Empty milk and ice cream cartons

Suggested Activities:

1. Measure the number of cups of sand or water that fill a quart milk carton, the number of quarts that fill a half gallon carton, or the number of spoons of sand in a cup.
2. Encourage your child to measure all the things he sees around him - furniture, books, members of the family, etc.
3. Simple recipes provide meaningful practice in the use of measuring cups and spoons. You will be surprised at how quickly your child learns to measure fractional parts of a cup, too.

Here is a candy recipe you can make together:

12 ounce package of chocolate chips

2 cans Chinese noodles

1/2 cup peanuts or other nuts

Melt chips in a heavy pan over a low fire. Stir constantly. Remove from fire and stir in noodles and nuts. Mix to coat evenly. Dip out by spoonfuls onto wax paper and cool.

Queridos Padres,

Su niño está aprendiendo a medir cosas en la escuela. Para hacer que las medidas tengan mayor significado para su niño, es necesario que practique más en casa.

Estas son algunas cosas que su niño podrá usar para practicar:

Cucharas para medir

Tazas para medir

Regla de medir de treinta y seis pulgadas

Regla de medir de doce pulgadas

Cartones vacíos de leche y de nieve

Activades que se recomiendan:

1. Que mida su niño el número de tazas de arena o de agua que se necesita para llenar un cuarto de galón de leche, o el número de cucharadas de arena que caben en una taza.
2. Que mida todas las cosas que vea en su alrededor: muebles, libros, miembros de la familia, etc.
3. Algunas recetas sencillas ofrecen práctica que le da significado al uso de tazas y cucharas de medir Es sorprendente lo pronto que aprenden los niños a medir partes fraccionales de una taza también. La receta que sigue para hacer dulces se presta para empezar:

   Un paquete de doce onzas de astillas de chocolate

   Dos latas de fideo chino

Media taza de cacahuates u otras nueces

Derrita las astillas en una cazuela pesada sobre una llama baja.

Revuelva constantemente.

Quite de la lumbre.

Mezcle el fideo y las nueces. Mezcle para que se cubran igualmente.

Saque por cucharadas y ponga el dulce sobre papel de cera para enfriarse.

Dear Parents,

Children like to collect things and this provides a good way for you to help your child extend his vocabulary. Encourage your child to collect as many items of one type as possible. Help him to mount his collections on paper or in a box lid and to learn the correct names for the items, so that he can label them.

Suggested collections:

1. Rocks
2. Pictures of things that interest him (airplanes, sports, dolls)
3. Pictures of things he would like for Christmas or his birthday
4. Flowers or leaves (press between pieces of paper by putting weights on them)

My Rock Collection

Flowers
rose
carnations
daisy

Leaves
Maple

Queridos padres:

A todo niño le gusta coleccionar cosas. Esto ofrece una manera en que usted le pueda ayudar a su niño a extender su vocabulario. Anime a su niño a coleccionar diferentes objetos. Sí es posible, que los objetos que coleccione sean de una sola clase. Ayúdele a pegar los objetos en un papel o montarlos en una tapa, etc., y enséñele el modo correcto de nombrarlos, para que él los pueda rotular.

Algunas sugerencias de cosas que se pueden coleccionar son:

1. Piedras.
2. Dibujos o retratos de interés para él (aviones, deportes, muñecas).
3. Dibujos o retratos de cosas que a él le gustaría recibir para la Navidad o para su cumpleaños.
4. Flores u hojas (prensarlas entre hojas de papel poniendo pesas sobre ellas).

Dear Parents,

Your child will be using color words to describe the things he sees. Here are some suggested ways in which you can help your child add new color words to his vocabulary:

1. While you are washing dishes, you can play a guessing game with him. "I am thinking of something yellow." When he guesses what you are thinking of, it is his turn to choose something and to give the color as a clue to help you guess what it is.
2. Let your child describe the things he sees on a walk, a ride or in a picture. He can tell the color, shape and size of things he sees.
3. Let your child name as many red, orange, blue, etc. things as he can see.
4. Let your child describe the clothes he is wearing today - a white shirt, blue pants, etc.; then you describe what you are wearing.
5. Find a book about color at the library or have your child borrow one from school for you to read together.

Queridos Padres,

Su niño estará usando palabras refiriéndoce a colores para describir las cosas que ve. Las siguientes sugerencias quizá puedan emplearse para ayudarle a su niño a añadir a su vocabulario palabras nuevas que tengan que ver con colores.

1. Al lavar los trastes, se puede jugar este juego de adivinanzas con él. Por ejemplo, "Estoy pensando de algo amarillo." Cuando él adivine lo que usted está pensando, entonces le toca a él escoger algo y darle a usted el color como clave para ayudarle a usted a adivinar lo que es.
2. Que su niño describa las cosas que vea en un paseo o en un retrato o cuadro. Puede decir el color, el tamaño y la forma.
3. Que su niño mencione el número de cosas rojas, azules, moradas, etc., que vea.
4. Que su niño describa la ropa que hoy trae puesta: una camisa blanca, unos pantalones azules, etc. Luego usted podrá describir lo que usted trae puesto ese día.
5. Saque usted un libro de colores de la biblioteca, o tal vez pueda su niño pedir un libro prestado de la escuela para que puedan leer juntos.

Dear Parents,

Many of the foods in our school cafeteria are new to your child. We are trying to learn the names of these new foods. We talk about these foods and other foods that go together to make a well-balanced meal.

You can help your child learn the names of new foods. Let your child cut pictures of food from old magazines. He can then arrange them on a paper to make what he considers a good meal. You might play the game with him and also arrange foods that you consider a well-balanced meal. Talk about what you choose and why.

Queridos Padres,

Muchas de las comidas en la cafetería de nuestra escuela son nuevas para su niño. Estamos tratando de aprender los nombres de estos alimentos.

Hablamos de estos alimentos y de otros que se pueden combinar para tener una comida buena y nutritiva.

Ustedes también pueden ayudarle a su niño para que aprenda mejor los nombres de estas comidas nuevas. Deje, por favor, que su niño corte fotografías de comida de sus revistas viejas. Entonces él puede arreglar éstas en un papel como él considere que hicieran una comida bien balanceada. Si usted gusta, puede jugar este juego con él y también puede combinar las diferentes comidas para que representen las que usted considera una comida bien balanceada. Hable con él de las comidas que escogió y porqué escogió éstas.

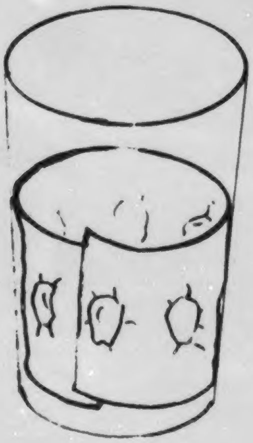
Dear Parents,

Children are interested in growing things. Why not let your child plant seeds either in a small garden spot or in a few pots. Flower seeds, beans, corn, radish seeds, and even bird seed are fun to watch sprout. As the seeds grow, so can your child's vocabulary --

flower
bloom
sprout
roots
shoots
pop up
unfold
seed
soak
stem
soil
dirt

Let's watch it grow!

Place a paper towel around the inside of a drinking glass. Put some corn seed between the towel and the glass. Keep the towel damp. Soon the seeds will grow.



Queridos Padres,

A los niños les interesa mucho sembrar plantas. Por favor deje a sus niños sembrar semillas en un jardincito o en unas macetas chicas. Les da mucho gusto a los niños ver brotar las semillas de flores, de frijól, de maíz y hasta de alpiste. Así como crecen las semillas, también crece el vocabulario de su niño --

flor
florecimiento
brotar
raíz
broto
saltan
desarrollar
semilla
remojar
tronco
tallo

¡Miremos crecer las plantas!

Ponga una toalla de papel alrededor de lo de adentro de un vaso. Ponga unas semillas de maíz entre la toalla y el vaso. Mantenga la toalla mojada. Pronto crecerán las semillas.

INVOLVE PARENTS--THESE THINGS WORK!

1. Use parents as resource persons. Some mothers might come to the class to teach children how they make tortillas or empanadas. A gardener might demonstrate how to prepare a plot of soil for seed. A father might come to tell folk stories he learned as a boy in Mexico. A wall paper hanger might be invited to demonstrate his work by papering a playhouse.

2. Ask parents to go along on field trips and picnics. For many, the learning experiences are as exciting as for the children and they are able to follow-up with discussions at home.

3. At a parent meeting let them fingerpaint, paint at easels, work with clay, use listening posts and filmstrip viewers.

At another meeting give them simple recipes for play-dough, paste, and fingerpaint to take home.

An evening meeting that fathers can attend might be devoted to the making of simple rhythm instruments that they can take home for the children to use.

Demonstrate the many uses of boxes, scrap materials and discards which children can use for toys, for costumes when they are dramatizing stories, and for self-expression.

4. Send notes home to encourage parents to take children places to expand their experiences -- a rodeo parade, the county fair, a circus, an art show at a public gallery, and a school science fair. Help them to understand that family activity in learning is a good way to help the child develop his language in English and Spanish.

5. Call attention to outstanding television programs. Many families do not listen to educational channels unless a child has a school assignment to do so. All the family will enjoy some of the excellent programs.

6. Following a trip to the city library, send a library membership form home with a note encouraging the parents to use the library for books, recordings, and art prints to hang on their walls. Many parents hesitate to use the public library unless they are urged to do so for the benefit of their child.

7. Send home ditto sheets of recipes which you use for cooking at school. Many times the mother will repeat the recipe at home and introduce a new food to the family. With the recipes, send a note encouraging the mother to let the child participate in the preparation of the food and the serving of it to the family.

8. Have a party for parents with refreshments made by the children. They furnish the entertainment, act as hosts and hostesses, and increase their language of courtesy.

9. Ask mothers to help with the dress-up box of clothes. They can mend, wash, and iron the clothes the children use in their role playing and dramatization.

10. Ask fathers to make things needed for the school program. Fathers can build sets of steps, a workbench, large blocks for building, a set of saw horses, sturdy rocking toys, and other items for which you can furnish a picture and directions.

11. Take walking trips in your school neighborhood. Visit briefly in as many of the homes as will invite you. Send notes prior to the walks in order to get invitations.

12. Visit neighborhood businesses to get acquainted with the managers and to learn the names of things sold in different stores.

13. When a child has done something especially outstanding mount it in some special way and send it home with a note suggesting that it be hung on the wall for a few days. This attention builds pride and self-confidence in the child and his parents.

14. Invite small groups of parents to the school who can assist in making hardback binders and a variety of simple binders for pupil-authored books. Emphasize the fact that personal authorship is another way in which the child learns that reading books is an extension of personal language.

ACTIVITY CENTERS

CHAPTER III
ACTIVITY CENTERS

ART CENTER

PURPOSE

The Art Center can serve as a launching pad for oral language expression which can be written and then read. A recreational attraction, art also serves to develop creativity and self-expression. Self-esteem and accomplishment can be the result as the child reflects his own personal ideas and feelings. Thus, art should be available continuously in bilingual bicultural classrooms where children need successful experiences which do not require reading and writing or even speaking.

POSSIBILITIES

- Serves as a quiet place with an easel always ready.
- Serves as a center to expand discussion to include descriptive words of color, design, texture, shape, main idea, etc.
- Relates to other centers such as the Puppet Center, Role Playing Center, Communications Center, and Sensitivity Center.
- Is essential for follow-up from field trips and for social studies emphasis.
- Contributes to children's thinking and their enjoyment of special days, seasons, and items of highest interest.
- Utilizes all kinds of scrap materials for useful self-expression activities.

- Serves as a place where ideas germinate which are later expressed in words.
- Provides sheer joy for all students.
- Is a success center for children who have limited language.

SKILLS

- Develops understanding of the use of many art media for communicating ideas and feelings.
- Provides new ways for the child to express his ideas.
- Promotes opportunities for learning that ideas can be expressed in abstract as well as in realistic forms.
- Increases vocabulary of description which is common in stories for children.
- Develops skills in dictating sentences to adults.
- Builds self-esteem through the relationship of art to personal life.
- Builds appreciation for the artistic products of the child's culture.
- Promotes creative thinking.

AN EXAMPLE OF THE POTENTIAL USE OF THE ART CENTER

Angela is a seven year old Mexican American child. She is the oldest girl in a family of six children. Her home, located within a business district, is a small, unpretentious, structure which appears neat and orderly. The yard is rather small but contains a profusion of flowers.

Although Angela is of average intelligence, she is a non-reader. At the present time, she is repeating the first grade. Angela has few books at home, and her mother never has time to read to her. She enjoys hearing her teacher read stories. She can often be found looking through colorful illustrated books on the classroom shelf.

Angela's parents were both born and raised in Tucson. Her father is a construction laborer and has completed the eighth grade at school. Her mother also completed the eighth grade. Although Spanish is spoken at home, Angela has resisted speaking Spanish in the classroom. On the playground, however, she frequently speaks Spanish. Her English is extremely limited; her answers are often one or two words. Her experiences within a traditional setting might have contributed to limited English vocabulary.

With the introduction of child-centered activities and opportunities for diversity of expression and active participation, Angela is in the process of becoming more verbal. Art activities have been particularly helpful in motivating her to express herself verbally.

For example, one of the activities in which the children traced each other on butcher paper as they lay on the floor was significant to Angela. She was delighted to see herself emerge on the paper and took a great deal of care in filling in her outline.

Another significant art activity for Angela involved drawing a picture of her family which she later described. The teacher recorded the dictated descriptions. Angela had only a few words to describe her picture at the beginning. After several children had read their descriptions to the class, it was Angela's turn. She proceeded to read in a soft voice the few words she had expressed earlier. Then after a pause she began to express more descriptive language which had not been printed. The class watched in astonishment as Angela proceeded to create a story about her family. She then stopped, smiled, and sat down. As subsequent art activities have been introduced, Angela has become more and more verbal. She has authored many books and is obviously proud of her accomplishments. The art activities have given Angela an opportunity to use her language and to build upon it.

ART CENTER

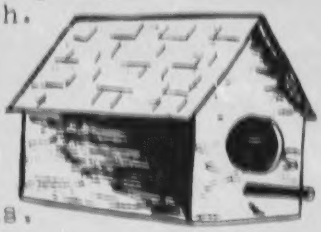
ACTIVITY I

Language Concept: Using a Variety of Resources

Teacher's Part:

1. Materials - Construction paper, glue, scissors
2. Procedure -
   Have the children discuss houses, then make a shape book.
   Below each illustration write a descriptive caption both in English and Spanish.
   Build a parallel list such as:

   dog = perro
   bird = pájaro



Children's Part:

1. The children make individual booklets.
2. They make a class book.
3. They do more creative writing about each picture beyond the limited parallel list. Example:

   A house for a bird -- Una casa por un pájaro.

Possible Related Centers: Listening, Discussion, Sensitivity

ACTIVITY II

Language Concept: Discussing Experiences

Teacher's Part:

1. Materials - Shallow box or paper plate, glue, seashells, dried plants, rocks
2. Procedure -
   Discuss what the children are to do.
   Show the children materials.
   Direct the children in making arrangements.

Children's Part:

The children tell what the arrangements mean to them.

*Do not spray the arrangements or the natural appearance and various textures will be destroyed.

ACTIVITY III

Language Concept: Telling Stories

Teacher's Part:

1. Materials - Book *If I Ran the Zoo* by Dr. Seuss; crayons, chalk or paint; paper.
2. Procedure -
   Read the story to the children and discuss it thoroughly. Have the children create an animal. Later have the children show their drawings to the group.

Children's Part:

1. The children make individual booklets.
2. They make a group book.
3. They role play animals.
4. They make a roll-a-picture.
5. They make puppets like animals.

Possible Related Centers: Listening, Discussion, Sensitivity

ACTIVITY IV

Language Concept: Telling Stories

Teacher's Part:

1. Materials - Newsprint, crayons.
2. Procedure -
   Tear out of newsprint the Halloween characters - do not cut them out.
   Lay the torn characters on the desk.
   Place another piece of newsprint on top of the characters.
   Take the flat sides of the crayons and make long strokes across the paper. The characters underneath will make the crayon leave a darker impression on the top paper.

Children's Part:

1. The children write their own stories about spooky characters and tell them to the class.
2. The children make the spooky characters life size and write and act out a play.

Possible Related Centers: Art, Role Playing

ACTIVITY V

Language Concept: Expanding Vocabulary

Teacher's Part:

1. Materials - Newsprint, thick tempera (at least two colors).
2. Procedure -
   Each child folds a piece of newsprint in half and then reopens it.
   He drops thick paint (tempera) on the paper.
   He presses paper together, folding one half over the other.
   Each child rubs the paint out in various directions, then opens the paper and lets it dry.

Children's Part:

1. The children may cut out their designs and glue them on construction paper if desired.
2. They decide what the ink blots look like to them; take dictation from them.

ACTIVITY VI

Language Concept: Expanding Vocabulary

Teacher's Part:

1. Materials - Paper bags, glue, construction paper, scissors.
2. Procedure -
   Demonstrate to the children how to make masks.

Children's Part:

1. The children write about the masks.
2. They tell about the masks before the group.
3. The children make tapes in privacy, making up stories about the masks. The stories can be used as they are, or for remedial work and corrections before they are shared with others.
4. The children can pretend that the masks are real.

Possible Related Centers: Art, Role Playing, Puppet

ACTIVITY VII

Language Concept: Dictating Words, Sentences and Stories

Purpose: Culminating activity for a unit on shapes.

Teacher's Part:
Materials - Shapes of circles, triangles, squares, rectangles

Children's Part:
1. The children begin a class art book.
2. They begin individual books.
3. They talk about different shapes.
4. They make borders, designs, names, or pictures with circles only, lines only, or curves only.

ACTIVITY VIII

Language Concept: Beginning to Write Independently

Teacher's Part:
1. Materials - Magazines, box, glue, paper
2. Procedure -
Have the children cut out of a magazine all the different parts of the body. These parts can be put in a box, or each child can make his own collection. After the children have all the parts of the body, they can paste them together in any fashion they wish to make creatures. These creatures can be pasted on brightly colored paper, stiff cardboard, or heavy chart or poster backing. When the heavier backing is used, the children can cut their creatures out.

Children's Part:
They can extend this activity into a shape book and stories about their creatures.

ACTIVITY IX

Language Concept: Organizing Ideas and Information

Teacher's Part:
1. Materials - Two photos in sequence, paper and crayons.
2. Procedure -
Using the two pictures which are in sequence, discuss what is happening, etc. The children are to write or dictate the story.

ACTIVITY X

Making Cascarones (Mexican party favors)

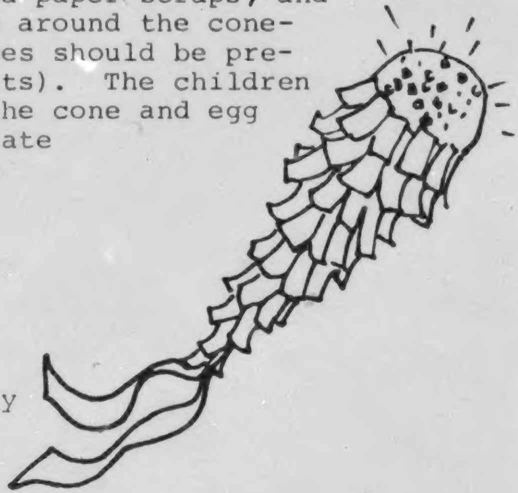
Purpose: As children participate in this "fun" experience, they can discuss, expand their vocabulary, and produce a reading environment.

Teacher's Part:

1. Materials - Construction paper scraps, newspapers, tissue paper (all colors), glue, scissors, empty whole egg shells, glitter.
2. Procedure -
   As you plan, explore the possibility of involving parents or having an older student help teach the children to make these favors. Ask the class to save empty egg shells from home. Gather newspapers, colored tissue, scissors, glue, and glitter for the activity.

Children's Part:

1. The children participate in the planning and contribute as much as they can toward the actual activity.
2. They cut confetti out of colored paper scraps, and learn how to cut tissue to wrap around the cone-like newspaper bases. (The bases should be prepared by older children or adults). The children glue tissue to the cone, fill the cone and egg shells with confetti, and decorate the tops of the egg shells with glitter.
3. They learn how to become independent by using the materials, completing tasks, and putting away equipment for future use.



Possible Related Centers:
Discussion, Viewing, Sensitivity

ACTIVITY XI: MAKING PLAY DOUGH

Language Experience: Sharing an Experience, Discussion, Expanding Vocabulary, Recalling Sequence, Dictation and Reading

Teacher's Part:
Procedure -
Plan with the children and help them assemble the materials. While guiding the activity, stimulate discussion, record language, encourage successful and rewarding experiences, and help the children develop confidence through completion of a meaningful task.

Children's Part:

1. The children may participate in planning this activity. They may be encouraged to help donate some of the materials from home.
2. When materials are gathered, they can help decide who should prepare the final product and be responsible for clean-up.
3. With your guidance, the children may write a book, make a talking mural (p.64) about the activity with help from a tape, and help decide how to use the play dough in other centers.

RECIPE FOR PLAY DOUGH

The most popular, inexpensive, three-dimensional material for young children.

1 cup flour
1 cup salt
1 tablespoon powdered alum (preservative)

Mix these dry ingredients together. Slowly add one-half cup of water to make the mixture pliable. Do not heat. Some people prefer to add coloring to the water before adding to the dry ingredients. Put in a plastic bag for storing. Keeps a week in refrigerator.

BOOK CENTER

PURPOSE

The Book Center is a place where children can go to browse and read from a collection of books which they have made and which have been provided from a library source. Children can use the Book Center by choice or by assignment.

POSSIBILITIES

- Provides a wide variety of books including the same titles in both Spanish and English as well as many titles in each individual language.
- Is a place where children can learn that books are made of "talk written down."
- Contains books dictated by and written by the children in the class so they can know that their ideas are valuable.
- Is a place where children know they can find information before they can read all the words - alphabet books, picture dictionaries, picture books, etc.
- Exposes children to a wider world than they could possibly know without using books.
- Is a place where the teacher or someone else - especially older children in school - can read to children.
- Is a place where the front covers of books, not just the spines, are displayed to stimulate self-selection.
- Is a comfortable place with rugs or mats so children can sit on the floor while browsing and reading.
- Has picture books which stimulate children to tell stories in Spanish and in English.
- Contains children's own books - some written in Spanish, some in English, and some books with a mixture of both languages.

SKILLS

- Develops the child's ability to tell a story in sequence by using picture books.
- Promotes the ability to look at details in pictures and to talk about color, size, shape, texture, main idea, etc.
- Develops the skill of using picture clues to predict what a story is about before the child hears it read.
- Develops a personal interest in reading and books.
- Helps the child distinguish differences in books written for recreational reading and those written to develop language understandings.
- Encourages the child to skim a book for pleasure.
- Develops a positive attitude toward the idea that the same story can be written in Spanish and English.
- Helps the child learn to recognize the differences in Spanish and English when he sees them printed.
- Helps the child learn to recognize the difference between poetry and prose.
- Develops the skill of reading simple stories to small groups in both Spanish and English.

BOOK CENTER

ACTIVITY I

Purpose: Relationship of Speaking, Writing, and Reading

Teacher's Part:
Select a child-authored book with much possibility for dialogue and characterization.

Children's Part:
Each child reads the book, chooses a character or characters he may wish to portray, and writes appropriate dialogue. Children may work in groups for dramatizing the story, or an individual may portray several characters.

ACTIVITY II

Purpose: Reading a Variety of Symbols (pictures and captions)

Teacher's Part:
Provide a variety of picture shape books with the captions covered. In a slot in the back of each book place slips which describe the situations on different pages of the book.

Children's Part:
The child looks at a picture and, according to his own interpretation, selects a slip from the slot in the back of the book that he thinks best describes or fits the picture.

ACTIVITY III

Purpose: Studying Words

Teacher's Part:
Give the children certain poems and ask them to change the rhyming words.

Children's Part:
The children read the poems and change the rhyming words. The meaning of the poems might be changed but the words must rhyme. The children may illustrate the poems, both before and after the words are changed.

ACTIVITY IV

Purpose: Expanding Vocabulary and Studying Words

Teacher's Part:
Provide a book with certain words underlined. Instruct the children to provide synonyms or antonyms for the underlined words.

Children's Part:
As the child reads the book or story and comes to an underlined word, he provides a synonym or antonym according to your instructions.

ACTIVITY V

Purpose: Developing Awareness of Common Vocabulary

Teacher's Part:
Ask the children to reread a story or book and to locate words in specific categories, e.g., color, size, texture, smell, taste, sound, weather.

Children's Part:
The children jot down color words and make balls or squares in the colors. They cut out pictures from old magazines that show different sizes, colors, tastes, sounds, and weather.

ACTIVITY VI

Purpose: Expanding Vocabulary

Teacher's Part:
Have the children reread a story or book and change the weather.

Children's Part:
If the weather is cold in the story, the children pretend it is hot and note how this would change the clothing and activities.

ACTIVITY VII

Purpose: Expanding Vocabulary and Improving Comprehension

Teacher's Part:
Read a story to the class and arbitrarily leave out every tenth word or so; the children supply the missing words. An older child may conduct this activity.

Children's Part:
The child listens and supplies possible words which might be used in the story. He might make a list of several possibilities and then as the story progresses he can go back and choose the best possible words.

ACTIVITY VIII

Purpose: Comprehending What Is Read

Teacher's Part:
Have the children read certain books or stories and then help them pantomime or dramatize the stories.

Children's Part:
After reading the books and stories, the children use their imaginations to dramatize the stories according to their own interpretations. This activity can be done either before the entire group or in small groups.

ACTIVITY IX

Purpose: Expanding English and Spanish Vocabulary

Teacher's Part:
Provide a list of nouns or verbs appearing in a Spanish book and have the children look for these same words in an English book.

Children's Part:
The child reads a book to find specific English words that mean the same as the Spanish words given him. He may jot down the words and illustrate them.

ACTIVITY X

Purpose: Reading Whole Stories and Books, Organizing Ideas and Information

Teacher's Part:

Select a good book from which flannel board figures regarding sequence can be made.

Children's Part:

The child sits down with the book, flannel board, and flannel board cutouts. He reads the book and places the cutouts on the flannel board in the proper sequence. The following stories might be used:

Peter Rabbit
Gingerbread Boy
Red Riding Hood
Little Red Hen
Three Little Pigs
Three Billy Goats Gruff

COMMUNICATIONS CENTER

PURPOSE

The Communications Resource Center is a place where children can find resources which motivate them to choose writing as a recreational activity in the same way that they choose reading for recreation.

POSSIBILITIES

- Offers a variety of material for children to use when they are making books - different sizes, colors, and textures of paper and different kinds of writing instruments.
- Provides alphabet and numeral models so that children can practice the mechanics of writing on a self-selection basis.
- Provides pictures which stimulate children to tell or write stories - what happened before the picture, what happened after the picture, what has happened to you like the story in the picture.
- Provides poems filed in the center for children to copy and illustrate. These poems can be collected in books to be taken home.
- Provides blank books for children to fill in with their own illustrations and stories (dictated or written).
- Provides story starters so children can begin their personal stories in new ways.
- Provides cards with eight to ten words in Spanish and in English which are appropriate to include in a story or poem.
- Provides "Ending Books" with a simple story beginning which children can finish in their own way.
- Provides "All about ..." books which have titles and blank paper so children can contribute their own ideas on the topics.

SKILLS

- Develops imagination and expression of ideas in a variety of ways using Spanish and English.
- Develops creativity in all areas of communication, especially in writing.
- Helps the child learn how books are made.
- Promotes practice of handwriting skills.
- Helps the child learn to use simple punctuation when writing.
- Helps the child learn differences in capital and lower case letters.
- Helps the child attach meaning to terms used in school when talking about spelling and writing.
- Encourages comparison and contrast of the written forms of Spanish and English.

COMMUNICATIONS CENTER

ACTIVITY I - DISCUSSION EXPERIENCES

Teacher's Part:
Use various means to develop descriptive language. The class may be divided into small groups with group leaders, or the entire class may participate. If group leaders are used, the leaders conduct the activity.

Children's Part:
The children take a sack of various objects - artificial flower, cotton ball, safety pin, vegetable brush, drinking glass, etc. They describe each object without giving the name: what it looks like, what it does, etc. Other children guess the objects from the descriptions.

Possibilities:

1. Set-up a walkie-talkie with one child in the hall and another in the classroom. The child in the room describes some object: picture, film strip, etc. The child in the hall tries to guess what it is.

2. Show a wordless book or pictures on the opaque projector. The children tell the story as the pages are turned or talk about the pictures. This activity may be taped. The children may write their own story, or choose pictures for the beginning, middle, and end of the story and place these on a large sheet of paper.

3. Place door charts on the door of the classroom as an invitation to learn. To arouse curiosity, a chart may announce something that will happen that day. A chart may be an invitation to look at something new or to touch something in the touch box and guess what's inside.

Other Activity Centers - Viewing, Communications, Art

ACTIVITY II - TELLING STORIES

Teacher's Part:
Give the children plenty of opportunity to use oral language before having them tell their own stories.

Children's Part:

The children tell stories about torn paper art pictures.

They tell sequence stories about Halloween or other holidays, such as the story of the life of a pumpkin (seed, plant, pumpkin, jack-o'-lantern).

They use pictures from discarded tests or inexpensive story books for the flannel board. The children tell the stories and arrange the illustrations in sequence.

Possibilities:

1. Use puppet shows for story telling on holidays and other occasions. For example, on Christmas use a Santa puppet and have each child come as an animal, etc. to tell Santa what he wants for Christmas.
2. Have each child list all the things he saw today from the time he woke up. Then he tells about what he saw and adds descriptive words. Example: clock - the ticking clock; cat - my sleepy cat; slippers - the floppy slippers.

ACTIVITY III - EXPANDING VOCABULARY

Teacher's Part:

Provide opportunity for oral expression, development of vocabulary, and organization and system to further develop vocabulary.

Children's Part:

Word Box File: Collect the children's words for this file. Take all their own words and put them under topics used frequently in stories, such as feelings, the five senses, animals, colors, clothing, special holidays, months, sizes, etc. Make a large individual card for each word.

Possibilities:

1. Thinking Box: First, all items must have one characteristic in common. Example: anything that operates with a hinge - wallet, nail clipper, glasses, earring, compact, etc. Use this method with many other items in the same manner. Children develop their vocabularies and see that elements have things in common though they may be in different form.
2. Use the activity "Tell Me a Word" from *The Teacher* by Sylvia Ashton Warner. Prepare a number of cards at hand, each about a foot long and five inches wide.

Provoke thought with questions such as the following:

"Tell me a word."
"What are you frightened of?"
"What word do you like?"
"What is the best word in the whole world you can think of now?"

The student watches you print the word on the card. Children working together can show each other their favorite words. This activity enables the child to develop a vocabulary that is meaningful to him; therefore, he is able to remember and to learn.

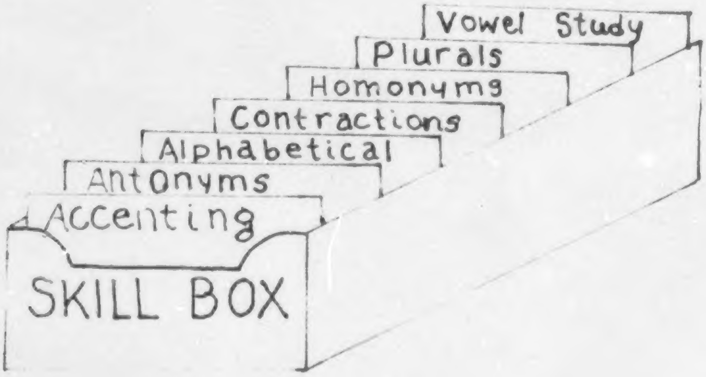
ACTIVITY IV - STUDYING WORDS

Teacher's Part:

Help the children develop specific skills in studying words through usage. Helps them analyze similarities and differences of words. As the children meet new words, put them into corresponding categories. List the following skills - Accenting, Antonyms, Alphabetical Order, Contractions, Homonyms, Plurals, Vowel Study, Prefixes, Root Words, Sounds, etc. Develop a Skill Box.

Children's Part:

The children add new words under each category as they find them in their reading. They make individual skill boxes. They develop a list of rules which are applicable to their word study and compare it with rules found in their word books.



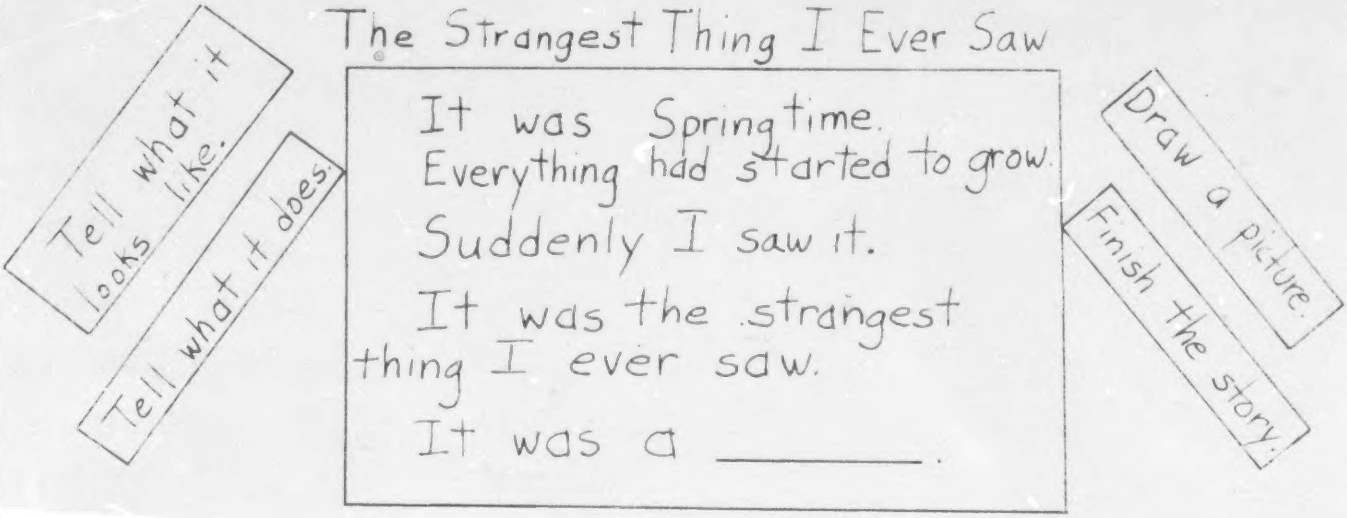
ACTIVITY V - DICTATING WORDS, SENTENCES, AND STORIES - TALKING MURAL

Teacher's Part:

Accepting the child's own language can develop a strong self-concept within the child. Seeing his language in written form personalizes reading and gives him an incentive to write independently. Write the language of the child exactly as he says it even when it is a combination of Spanish and English.

Children's Part:

1. The children develop a mural by dictating their ideas concerning the following:



The Strangest Thing I Ever Saw

It was Springtime.
Everything had started to grow.
Suddenly I saw it.
It was the strangest thing I ever saw.
It was a ________.

Tell what it looks like.
Tell what it does.
Draw a picture.
Finish the story.

These dictations can be written on colored paper in bubble forms like comic strip dialogue or other shapes and placed on a bulletin board with an attractive background.

2. They paint pictures to go above what they said.
3. They make a large class book.
4. They match sentence strips with each picture.
5. They develop a tape for listening post.
6. They make individual booklets.

Talking murals may be used after field trips, walking trips, tasting, or cooking and with open-ended sentences such as "Spring is ______________."

Other Activity Centers - Field Trips, Discussion, Listening

ACTIVITY VI - DICTATING WORDS, SENTENCES, AND STORIES

Teacher's Part:

Stimulate creative conversation and imagination. Take down, tape record, etc. the oral language of the children.

Children's Part:

The children cut out and paste pictures into a booklet and talk about their pictures. They also can look for pictures representing vowel sounds and put the words into sentences. Example: the vowel sound in "ball" illustrated with a picture of a ball.

Possibilities:

1. Have the children, in groups or as a class, make two charts on large tagboard: "labeling" vocabulary and "descriptive" language.
2. Read *Tulita la patita* by N. Goergiady in Spanish emphasizing the pictures. Have the group illustrate the story on a strip of butcher paper divided into sections. This strip story can be pulled through a box set up like a television. The children can dictate the story for you to write.
3. When they finish the illustrations, let them write or take dictation about the pictures. Have them tape the story so it can be listened to in the Listening Center and viewed in the television box. Use bells on the tape to indicate when to pull the strip through to the next picture.

   This idea can be used with the following books:

   Elena la ballena by P. King
   La vaca curiosa by E. Meeks

ACTIVITY VII - BEGINNING TO WRITE INDEPENDENTLY

Teacher's Part:

The symbols of written expression are varied, and throughout history writing systems have changed. Codes can be used to develop the concepts that letters are only symbols which have meaning when combined and that these symbols may be changed without altering the meaning.

Children's Part:

The children decode and encode various words or sentences which you have displayed. They send messages, write stories, and invent their own codes. These messages and stories can be displayed in the writing center for all to see and use.

From Codes to Captains by Mable O'Donnell and James Louis Cooper has a variety of codes from which you and the class may send messages.

ACTIVITY VIII - BEGINNING TO WRITE INDEPENDENTLY

Teacher's Part:

Have the children collect newspaper captions, catchy ads, etc. Cut them out. Give plenty of opportunity for oral discussion.

Children's Part:

The children pretend they are reporters. They discuss topics and possible happenings. Each child writes up his news under his caption. Each reporter cuts out his column and heading and pastes them on the class newspaper - a large folded paper the same size as a newspaper.

After the class makes their own newspaper, they discuss several general topics. Each student dictates to you whatever he would like to say. Then he copies his dictation from your paper on a class ditto master. He illustrates his story as he wishes. Box off his individual story and continue with the next student.

ACTIVITY IX - BEGINNING TO WRITE INDEPENDENTLY

Teacher's Part:

As soon as the children become familiar with a well-illustrated shape book, this activity can be used for independent writing. Read the book to the class and then cover the writing with tape.

Children's Part:

The children write their own words to accompany each picture. They may add or delete parts of the story. They read the story on tape and the shape book is shown on the opaque projector. They also read the story in class.

Other Activity Centers - Book, Listening

ACTIVITY X - BEGINNING TO WRITE INDEPENDENTLY

Teacher's Part:

Poetry can be used to stimulate the imagination and to develop appreciation of the sounds and rhythm of language. You may read the poetry and create a mood for fun and fancy. When working on a specific topic, you may correlate a field trip with a particular poem. For example, after a field trip to a pet show, "The Animal Store" by Rachel Field can be used.

Children's Part:

Using the basic language of the poem, the children change the names of the animals to fit the animals they learned about on their field trip. Such words as "cockatoo" and "honey bear" might be used. In some cases the children may change the sentence to make it rhyme.

Possibilities:

1. The children paint pictures to go with their poem.
2. They complete open-ended sentences such as "Maria said, 'The bear looked ______';" "José said, 'The prairie dog was ______.'" These sentences could be listed on a tagboard chart.
3. They illustrate six of the open-ended sentences after you have typed them on a primary typewriter and made a book for each child.
4. The children make fingerprint covers.
5. They read the books with you in groups or individually, and to each other during free choice periods.
6. The children match sentences on the pages of the book to sentences on the chart.
7. Open-ended shape sentences can be used. Examples:

   Round is ________________.
   Square is________________.

   Open-ended sentences adapted to seasons can be used. Examples:

   Spring is________________.
   Summer is________________.

ACTIVITY XI - BEGINNING TO WRITE INDEPENDENTLY

Teacher's Part:

Have a box similar to a file, with file dividers for different writing ideas. Include materials to further the development of the idea in each folder.

Examples:

What are they saying? In this file have different pictures that stimulate thoughts about conversations. Write captions to the pictures. Have various pictures so the children can select the ones they want to write about.

How does this feel? In this folder include fabrics, rubber, rocks, etc., so the children can select an object, feel it, and write about it. Use pictures to stimulate thinking.

Children's Part:

1. The children react to the following captions in writing: "Describe yourself - you are an autumn leaf that has just fallen from a tree deep in the forest and you are blowing in the evening breeze. How do you feel? What do you see?"

   "Describe yourself - you are a tiny yellow pill. Describe how you feel as you are taken out of the bottle by a little boy, mixed with a spoonful of sugar, and swallowed."

   "Describe yourself - you are a seven-foot icicle forming slowly from melting snow throughout the day off the corner of the roof of the house. Describe your feelings as you form there."

   "Describe yourself - you are a bean being stirred about in a hot pot of beans cooking on the stove."

   "Describe yourself - you are a freshly-fallen snowflake on a gentle leaning slope. Describe how you feel as you lie there and the children are learning to ski right on top of you."

2. The children make "Just 'cause I Wanna" files. Encourage them to write down anything they would like for the simple reason that they want to.

3. The children make "I Wish" files. They write their wishes on pieces of paper. Each day a few wishes are drawn from the well and read to the class, or they could be labeled secret wishes. One catch: "The wish must not be for yourself."

4. Bring in "Tabby's collar" and tell the children Tabby the cat ran away and was gone for a week. Then she came home but had lost her collar. They just found her collar on the other side of the city. Have the children write what they think Tabby's collar saw that week.

ACTIVITY XII - STEPS TO WRITING A POEM

Listed below are suggested poetry activities:

1. Rhyming single words. Common words may be used. Example: hat, bat, cat, sat. Unfamiliar or made-up words can also be used.

2. Completing sentence rhymes. Make up the rhymes; then remove a word in each rhyme. Leave blanks for the children to fill in.

3. Completing poems with one rhyming word missing. Include words to choose from. Example:

   I went to town
   To buy a _______. (doll, gown, pillow)

4. Completing poems with two rhyming words missing. Include words to choose from. Example:

   I saw a polka-dotted ______. (cow, pig, dog)
   His mother thought he was ______. (big, little, nice)

5. Making up missing words that rhyme. The children fill in the blanks with no clues. Example:

   I saw a girdle on a __________.

6. Selecting a line of poetry from multiple choice. The first line is given. Example:

   Mr. Snowman is big and fat.
   ___________________________.

   CHOOSE ONE: I like my snowman.
   Look at Mr. Snowman's hat.
   Mr. Snowman will melt.

7. Making up a line of poetry. Each child writes his own line.

8. Writing a poem on a particular topic. The children think of rhyming words and list them on the chalk board. They create their own poems from these rhyming words.

9. Choosing a topic and writing a poem. The children choose a topic and write their own poems.

Christmas Activity (finishing rhymes)

1. Santa Claus comes while you're asleep.
So close your eyes, and please don't ________.
2. Under the tree are shiny toys,
For all the happy girls and ________.
3. Christmas candles burn so bright,
See them shine on Christmas ________.
4. Christmas carols are fun to sing,
Christmas bells are fun to ________.

ACTIVITY XIII - AUTHORING INDIVIDUAL BOOKS

Teacher's Part:

Print or use the primary typewriter to write children's stories. When the children have progressed in writing, they may write their own stories.

Children's Part:

The children illustrate an experience they have had and describe the experience orally, dictating it to you. If possible, the children write their own stories. Several of these experiences about one topic may be used for a book which may be bound and covered.

Possibilities:

1. The children use the flannel board and tell a story "round robin" by manipulating the pictures.

2. Cut out pictures from a discarded library book. Flock then on the back so they can be used on the flannel board. Have the children make sequence pictures and write their own stories to pictures.

3. The children make individual books to take home, illustrating the story with water color pens. Each main idea of the story can be put on a page. Use the primary typewriter and ditto machine. This activity is repeated with the discarded books.

4. Make a class book. The children make covers using construction paper, water color pens, scrap leather, etc.

DISCUSSION CENTER

PURPOSE

The Discussion Center is as much an idea as it is a place in the classroom: children come together to plan, observe demonstrations, listen, and view. Its purpose is to stimulate talk on topics of interest, thus giving the teacher a chance to hear children's responses in a large group, in small groups, and on an individual basis.

POSSIBILITIES

- Provides time and place for reading to children and telling stories every day.
- Serves as a place where new materials are demonstrated and explained before they are placed in other learning centers.
- Is a place for listening to specific vocabularies or ideas with follow-up discussion lead by the teacher.
- Provides a time for parents from the school community to come to talk to the children about their work, a cultural holiday, their life in Mexico, a cultural tradition, special foods, a craft, or to make piñatas.
- Can be moved to the neighborhood for walks and talks with local businessmen, especially those who are typical of Mexican American neighborhoods.
- Provides children a chance to share things they bring from home, things they have made in other learning centers, paintings and stories, books they have written, or plays which they have developed in the Role Playing Center.

SKILLS

- Encourages listening for information and directions.
- Promotes listening in order to participate in discussions.
- Develops the ability to obtain information from people, pictures, and new experiences.
- Encourages each child to feel the worth of what he has to say.
- Helps children become increasingly at ease in audience situations.
- Encourages taking turns in conversation and discussion.
- Increases skill in group planning.
- Develops the ability to stay on a topic.
- Encourages the child to meet standards of correct usage by comparing his speech with that of other class members.
- Helps children learn to dictate a sentence through observation and practice.
- Develops the ability to distinguish between fantasy and reality.
- Helps children learn to relate events in a sequence.
- Develops pride in good pronunciation of Spanish and English words.

DISCUSSION CENTER

ACTIVITY I - SHAPES

Purpose: To Expand the Language Concepts of Shapes

Teacher's Part:

Collect items for a Round Kit. Guide the discussion about things that are round: how a ball is a different round from a round button, etc.

Possibilities:

1. Repeat this activity with other shapes.
2. Have shape cutouts. Mix them up and remove one; ask the children what is missing. Mix three identical shapes with one different one, and ask which is different.
3. Make up riddles about the shapes and use the riddles in a game with individuals or small groups.
4. Make shape dominoes, using shapes instead of dots.
5. Bring in common objects and discuss their shapes. Example: pumpkins, cans, boxes, etc.

Children's Part:

The children experiment with shapes - feeling them, playing games with them. They find items in the environment that match shapes being discussed. They discuss how shapes of objects relate to their functions.

Other Activity Centers - Art, Communications, Games

ACTIVITY II - CLASSIFICATIONS

Purpose: To Extend Meaning, To Spark Conversation, To Develop Awareness of and Extension of Common Vocabulary, and To Organize Ideas and Information

Teacher's Part:

Collect evocative objects under a common classification which could be used for discussion. With the pupils gather pictures and objects for classifying and discussing. Guide and stimulate discussion by asking interesting questions about what the objects are, how they are used, and who uses them. Include demonstrations when appropriate.

Possibilities:

1. Beater Kit - rotary, electric, whisk, and others
2. Shoes - pictures or actual objects: horseshoes, high heels, little girl's dress shoes, cowboy boots, high top shoes, saddle shoes, fancy shoes, ballet slippers
3. Musical instruments
4. Spoons
5. Different types of fabric
6. Construction tools
7. Beans
8. Hats
9. Gloves

Children's Part:

1. The children bring items from home to add to the collections.
2. They find pictures which show the items being used.
3. They experiment with objects.
4. Role Playing: They extend their experiences by dramatizing who or what would use the items. Example: Cowboy boots - "How are they used?" Riding horses, mending fences, etc.

Other Activity Centers - Role Playing, Puppet, Book, Communications, Art

ACTIVITY III - COLORS

Purpose: To Extend the Child's Concept of Colors and His Awareness of Various Colors

Teacher's Part:
Make available paints and objects of many colors. Guide the children in discussing color.

Possibilities:

1. Have shape pictures of various things that are red: apple, fire engine, bow. Discuss them: "Are they always red?" Make up riddles: "I am thinking of something you eat; it is red." The child guesses and makes up his own riddle.
2. Add other colors to the activity.
3. Mix up shape pictures of different colors.
4. Make up riddles about two of the shape pictures and see if the children can guess the colors.

5. Game: Place a picture face down and ask, "Have you lost something?"
The child responds, "Yes, I lost my shoe, do you have it?"
"Yes, we have shoes. What color is it?"
If the child remembers the color, he gets the picture.
6. Play color dominoes, with colors rather than dots.
7. Mix paints.

Children's Part:

1. The children bring in items of various colors.
2. They discuss the colors.
3. They experiment with colors, mix them.
4. They discuss how colors influence feelings.

Other Activity Centers - Art, Communications, Games, Viewing

ACTIVITY IV - WHAT IS BEAUTIFUL?

Purpose: To Extend the Child's Concept of What Is Beautiful and Why

Teacher's Part:

Organize a corner in the room for beautiful possessions and beautiful thoughts which you and the children can collect. This corner could be used to make a bulletin board or a book. Have a collection of poems and stories which can be read aloud to the children in the discussion center.

Possibilities:

"What is Beautiful?" Let children discuss and dictate sentences about what they feel is beautiful.

Children's Part:

The children discuss what is beautiful, bring in objects which they feel are beautiful, and bring their own backgrounds of information to share.

Other Activity Centers - Communications, Sensitivity, Art, Listening, Viewing

ACTIVITY V - MODES OF TRANSPORTATION

Purpose: Discussing Experiences, Developing Awareness of Common Vocabulary, Expanding Vocabulary, Studying Words, and Organizing Ideas and Information

Teacher's Part:

Gather pictures and objects of all things that move on wheels. Guide discussion by asking what the pictures show and how they are used. Guide the children in making up riddles about pictures or objects.

Possibilities:

1. Air travel
2. Water travel
3. Animals - pets, farm, wild, etc.

Children's Part:

The children discuss objects and pictures, bringing in their own backgrounds of information to share. The children add to collections, make up riddles of their own, and work in small groups independently.

Other Activity Centers - Communications, Art, Viewing, Book, Game

ACTIVITY VI - COOKING EXPERIENCES

Purpose: Expanding Vocabulary and Developing Awareness of Common Vocabulary

Teacher's Part:

Collect materials for cooking experiences, guide the discussion and demonstrate when necessary.

Possibilities:

1. Popcorn
2. Cocoa
3. Pancakes
4. French toast
5. Orange juice
6. Kool-aid
7. Baked potatoes
8. Hot dog
9. Jello
10. Cookies
11. Cakes
12. Carrot and celery sticks
13. Applesauce
14. Baked apples
15. Candy
16. Hot cereal
17. Butter
18. Bread
19. Rolls
20. Jelly from bottled grape juice
21. Ice cream
22. Pudding
23. Eggs (all ways)
24. Fruit salad
25. Vegetable soup

Children's Part:

The children discuss foods: what they taste like, how they feel, how they are prepared, why they eat them. They help prepare food.

Other Activity Centers - Communications, Sensitivity, Role Playing

ACTIVITY VII - RESOURCE PEOPLE FROM THE COMMUNITY

Purpose: Discussing Experiences with People Other Than the Teacher, Using a Variety of Resources, Integrating and Assimilating Ideas.

Teacher's Part:

Find people in the community who are willing to come into the classroom. Provide guidelines for the resource person to use in presenting his materials. Provide guidelines for the children to use in asking questions.

Possibilities:

1. A Spanish-speaking person from the neighborhood tells a story in Spanish, tells something interesting that has happened in his life, or brings in something to tell the children about.
2. A mother makes tortillas in the classroom. She explains the procedure and the ingredients. She discusses the different ways that a tortilla is used.
3. School workers - school nurse, janitor, bus driver, principal, school board member, superintendent, other teachers, college teacher.
4. Community workers - garbage collector, fireman, policeman, miner, farmer, rancher, smelter worker, storekeeper, taxi driver.
5. Have the parents come in to discuss their occupations when possible.
6. Other children discuss experiences.

Children's Part:

1. The children help select the resource people.
2. They decide questions they would like to ask.
3. They interview resource persons before they come to class.
4. They participate in discussion.

Other Activity Centers - Sensitivity, Communications, Book, Viewing, Listening, Role Playing, Art, Field Trips

GAME CENTER

PURPOSE

The Game Center is a place where there are materials for reinforcing the discipline of language as well as the discipline of behavior within a recreation setting. Children choose games they already know how to play and learn to play those which require new learnings. Games are in Spanish and English to give them practice in both languages.

POSSIBILITIES

- Following the presentation of a skill a game can be made that will give practice and drill in the skill.
- Children can construct simple games for class members to play.
- Children who have learned skills can play games with those who are having trouble.
- Spanish speakers and English speakers can team up to play games which require both languages.
- Commercial games can be secured from Mexico or can be bought in some supermarkets.
- Games to practice skills should include:
  - -Classification games: children practice putting related things together.
  - -Racing games with a master board and spinner that can be used with many sets of cards: these games develop oral vocabulary, review information, and develop visual discrimination.
  - -Sets of card games: children match three or four cards that belong together in order to get a set of cards.
  - -Puzzles: they promote visual discrimination and give children repeated opportunities to explore possibilities of "what is right."

- Older children can be invited to supervise the Game Center and learn details of language as they teach the young ones to play language games.

SKILLS

- Encourages the child to associate meanings with words, letters, numbers, signs.
- Enriches meanings of known words.
- Increases ability to organize ideas.
- Develops perceptual skills of likenesses and differences.
- Helps the child understand groups of varying sizes.
- Encourages taking turns.
- Increases ability to follow detailed instructions.
- Increases ability to analyze a situation.
- Promotes the use of Spanish and English words on an equal basis.

GAME CENTER

ACTIVITY I - MATCHING GAME

Language Concept: Developing Awareness of Common Vocabulary

Teacher's Part:
Set up category cards like vegetables, fruits, animals, furniture, etc. Make a word card to go with each picture.

Children's Part:
The children cut pictures from magazines (tomatoes, tables, dogs, cats, etc.) to group under the category cards. They play the game by matching words and pictures.

Variations:
Write the words in Spanish as well as English.
Place the cards in the center for individual use.

Possible Related Centers: Learning Center.

ACTIVITY II - ADAPTATION OF "UNCLF WIGGLY"

Language Concept: Expanding Vocabulary

Teacher's Part:
Provide a gameboard. Provide blank cards upon which children put sentences telling how many hops to take.

Children's Part:
The children write sentences on the cards telling how many hops to take. They insert obstacles along the way and directions to go back or ahead "so many hops."

Variations:
Use numerals on the cards.
Use words in English (for numerals).
Use words in Spanish (for numerals).
Use sentences in English.
Use sentences in Spanish.

Learning Center Adaptation: Parent materials.

ACTIVITY III - COLOR LOTTO

Language Concept: Studying Words

Teacher's Part:
Place colored squares in a box. Caller will draw a square and call out the color in Spanish or English.

Children's Part:
The children make cards by coloring squares of 1" graph paper. Encourage them to use different colors for adjacent boxes. When the caller names a color, each player covers a matching square on his card. The first player to complete a row becomes next caller.

Learning Center Adaptation: Children may play in small groups or with partners.

ACTIVITY IV - MAGIC BOX GAME

Language Concept: Descriptive Language Development and Labeling

Teacher's Part:
Take a box and cover it with contact paper (optional). Cut five or six small doors in the sides and ends of the box just big enough for a child's hand to reach inside. Leave doors on the box to close. Carefully select objects to go inside. (This example is for Easter and the activity may be adapted to most any occasion.)

Sample objects:

1. a fuzzy, soft, little chick
2. a smooth, hard, little chick (candle)
3. a soft, furry, Easter bunny
4. a plastic Easter flower called a daffodil
5. a rough and very lightweight Easter egg
6. a cloth, stuffed bunny with a soft, fuzzy tail
7. a little, smooth, hard bunny (candle)
8. a cloth, stuffed duck wearing an Easter hat with a long bill that opens and closes
9. a speckled, hard, candy Easter egg
10. a fuzzy, hard rabbit holding a carrot
11. a tiny Easter basket

Print the above descriptions on cards. Give each child a card with a description for an object in the box. Read the description to each child. Reread the description after the child selects an object from the box.

Children's Part:
This is an activity for five or six children. On a signal from you, the child places his hand in the box and hunts for the object described on the card which you have read. After selecting an object, the child decides if the object matches the description he has on the card.

Variations:
Put the objects in a bag. Blindfold each child; have him reach in the bag and take out an object. Give him three chances to guess what it is. Remove the blindfold. The child labels the object he has selected and talks about its uses.

Learning Center Adaptation: This game could be played by small groups of children without your assistance.

ACTIVITY V - SPILL AND SPELL

Language Concept: Reading a Variety of Symbols

Teacher's Part:
Print a different letter on each side of a dozen or more plain blocks. Use many vowels, then the high frequency consonants. Use a large widemouthed plastic bottle for spilling the blocks.

Children's Part:
The child spills out the blocks, but must not turn over any of them. He then makes as many words as he can from the letters showing. The child then passes the bottle to another child. You may use a kitchen timer to limit each player's time.

Learning Center Adaptation: Children can play in small groups or with one partner. Activity might be extended to develop whole sentences from the words formed in the game.

ACTIVITY VI - OPPOSITES

Language Concept: Organizing Ideas and Information

Teacher's Part:
Make a game of cards with words which are opposite.

Children's Part:

The dealer shuffles the cards and passes them out to the various players. The game begins with dealer selecting one card from the hand of the player on his left. If the card he draws from the other player's hand is opposite to one he is holding in his hand, he places the two cards face up on the table in front of him. Each player in turn selects a card from the player on his left until someone is able to play all the cards in his hand. That person is then the winner.

Variations:

Matching specific categories - knife ... fork
Matching words - head ... head
  English with English
  English with Spanish
  Spanish with Spanish

ACTIVITY VII - SHARING NAMES

Language Concept: Improving Style and Form of Vocabulary for Spanish and English.

Teacher's Part:

Begin with pattern drill.

¿Comó se llama usted?	What is your name?
Me llamo______.	My name is______.
¿Cuantós años tiene usted?	How old are you?
Tengo______años.	I am______ years old.
¿Dondé vive usted?	Where do you live?
Vivo en______.	I live in______.

Introduce the game: My name is______. I like______.
My name is Miss DeSimas. It starts with "D" for doughnuts. I like doughnuts.

Children's Part:

Each child thinks "What is the first letter in my first name?" Next he thinks of all the things he likes that begin with that letter. Then each child takes a turn. Example: "My name is Angie. I like apples." After everyone including yourself has had a turn, everyone again takes turns, this time naming a person in the group and what he likes. If a child cannot remember what his person likes, the person gives little clues such as "It's red" or "It tastes good" until the child remembers.

Learning Center Adaptation: Children might play the game in small groups after learning it as a large group. It might be adapted later for expanding vocabulary in both Spanish and English.

ACTIVITY VIII - CHILD MADE PUZZLES

Language Concept: Discussion Experience

Teacher's Part:
Materials - Tagboard, glue, magazines, old story books, and children's own pictures.

Children's Part:
Each child glues a picture on cardboard and cuts it into pieces (not too small). They exchange puzzles, dictate or write stories about the puzzles, and tell the stories. Each child takes his puzzle home to share with his family.

Learning Center Adaptation: Small groups can exchange puzzles and stories and possibly make variations to each puzzle. This is also a possible activity for the Communications Center.

ACTIVITY IX - FRUIT

Language Concept: Relationship of Speaking, Writing, and Reading.

Teacher's Part:
Prepare a chart with pictures of fruit the students have tasted. Write sentence strips and drill in Spanish and English. Cut sentence strips into word puzzles.

Children's Part:
The children place the sentence strips under the correct pictures. They put words in correct sentences.

Variations:
Sequence - Take a rhyme and break it into phrases or sentences. Print them on sentence strips. Mix them up and let the child put them in correct order.

A big turtle sat
On the end of a log,
Watching a tadpole,
Turn into a frog.

Make a picture clue on each strip (turtle, log, tadpole, frog).

Writing: Make a ditto sheet for each child leaving out the word "turtle" and let the child substitute another animal.

LISTENING CENTER

PURPOSE

The Listening Center is a place where children can hear the voices of many people speaking Spanish and English. They can hear different dialects and know that there are differences in the speech of every person. They can tape and hear their own voices and evaluate progress in learning the languages of the classroom. They can develop an awareness of a variety of linguistic styles.

POSSIBILITIES

- Children can listen to recordings and follow along in books to see the relationships of sound to print -- in both Spanish and English.
- They can listen to recordings and view filmstrips.
- With earphones, several children can listen as an independent activity.
- Listening to recordings develops the ability to follow sequence in stories.
- Children can enjoy poetry and stories which they will not be able to read independently for several years.
- Children with limited Spanish or English can listen to fluent speakers of the languages.
- The teacher can make tapes of directions to other activities.
- Children can record books they have written on tapes for others to hear.
- Information which children cannot read but which is essential to social studies and science understandings can be put on tape for the Listening Center.

SKILLS

- Develops ability in and awareness of different ways of listening -- for pleasure and for information.
- Improves speech patterns through imitation.
- Improves listening ability in a second language.
- Develops the ability to compare experiences of others without having to read about them.
- Encourages listening to music, stories, and information for sheer enjoyment.
- Helps the child analyze and evaluate his own speech.
- Expands vocabulary by encouraging the child to listen to words never said before.

AN EXAMPLE OF THE POTENTIAL USE OF THE LISTENING CENTER

Problem: Stuttering - defined as resulting from the child's inability to find the necessary English words to express his thoughts

Juan, an eight year old Mexican American boy, is handsome, affectionate and friendly. He is taller than the average eight year old and is in good health. His infant development was normal. He learned to speak and to form complete sentences in Spanish by the age of two. No stuttering was evident at this time. His mother and sister speak Spanish in the home; therefore, his use of English is limited to his school environment. Although the father is not in the home, he resides within visiting distance. The child visits frequently with him.

This is Juan's third year in school. He began in the Head Start Program. He came to school at that time without a command of English but grasped it quickly. Juan has been fortunate to have understanding and patient teachers and classmates who are patient with him while he attempts to speak and to express his thoughts. His rating on a sociogram showed that he was not an isolate nor was he a leader. It did show that more acceptance by his classmates would result if he were to become more self-confident and could overcome the stuttering.

His assets are:

- Does well academically
- Has good visual discrimination
- Can categorize
- Uses correct English structure
- Does well in creative writing
- Reads well
- Has a great imagination
- Likes school
- Is not a discipline problem
- Is anxious to express himself
- Is curious
- Is informative
- Has a good sense of humor

His needs are:

- To improve his self-confidence
- To overcome his stuttering (resulting from his inability to find the necessary English words to express his thoughts)
- To improve his rapport with other children
- To gain an understanding that Spanish is accepted and is desirable
- To be assigned to a teacher during the next year who will be patient and understanding, and who will provide for his needs

Recommendations:

The Listening Center is recommended as a learning area where Juan would be using teacher-made tapes, the listening post and any other equipment related to that area. He would use the area as a self-teaching and a self-correction means, working with materials that give him many aural experiences in organization of thoughts prior to the need for verbal expression. This would be a personal and private experience.

LISTENING CENTER

ACTIVITY I

Purpose: To Develop Listening Skills

Teacher's Part:
Provide a listening post, a tape recorder, a teacher-made tape of *The Happy Book* by Patricia Zens and six to eight copies of this same book for the children's use.

Children's Part:

1. The children listen to the tape and look at the book. Help the children discover the uniqueness of the illustrations.
2. They listen and follow along in their own books. They turn the pages at the sound of a little bell.
3. The book is read again using the tape.

Learning Center Adaptations:

Discussion Center: The children tell about things that make them feel happy.

Art Center: Each child illustrates feelings in pictures at the top of paper provided.

Communications Center: Each child writes on the same paper below the picture and explains his drawing. The pictures can be put into a booklet.

ACTIVITY II

Purpose: To Develop Listening Skills and the Ability To Follow Directions

Teacher's Part:
Make a tape giving the children specific directions about manipulating items in bags. The plastic bags can contain such items as small plastic cars, pieces of construction paper in various shapes and colors, a cotton ball, a rubber band, a piece of clay. Each child at the listening post has a bag containing similar objects. Examples of directions:

"Touch the cotton to your face."
"How does it feel?"

"Divide the clay into two pieces.
Put one piece on the red paper.
Roll the other piece into a snake."

"Put the blue piece of paper under
the yellow car."

"Find the rubber band in your sack,
stretch it and stretch it."

Children's Part:
The children listen to the tape and manipulate the items found in the bags.

ACTIVITY III

Purpose: To Develop Listening Skills and the Ability to Follow Directions

Teacher's Part:
1. Make a tape after completing a unit on shapes with the children.
2. Put several shapes cut out of construction paper in a plastic bag. Include two or three colors for each shape - triangles, squares, rectangles, ovals, and circles. Make a bag for each child to use at the listening post.

Examples of directions on the tape:

Size and color discrimination: "Find two circles in the sack. What color is the bigger circle?"

Vocabulary emphasis: "Put the little blue square under the big yellow one."

"Make a house using the green triangle for the roof and the blue square for the bottom of the house."

Fingerplays or poems about shapes also can be included.

Children's Part:
1. The children listen to the tape.
2. They follow the directions.

ACTIVITY IV

Purpose: To Develop Listening Skills and the Ability to Follow Directions

Teacher's Part:

Make a tape giving specific directions about drawing on a large piece of paper folded into four parts. Examples of directions:

"Draw five blue balls."
"Make some flowers beside the house."
"Draw something you like to taste."
"Make pictures of your pet or a pet you would like to have."
"Listen to this poem. Then draw a picture about it."

Children's Part:

The children draw pictures following directions on the tape.

Learning Center Adaptation: Art Center

ACTIVITY V

Purpose: Development of Listening and Sensory Skills

Teacher's Part:

1. Make a tape using terminology for different textures.
2. Put pieces of fabric into plastic bags. Examples: corduroy, satin, canvas, net, knit, monk's cloth, burlap, lace, fur.

Children's Part:

The children listen and find certain pieces of fabric. Examples:

"Find the piece that has many pretty designs in it and many holes, too."
"Find a piece that looks like it might be part of a sweater."
"Find a piece that feels like a kitten."

Related Activities:

Art - making a collage
Book editing - making a book and telling about each fabric
Sensitivity Center - Touch Box Activity

ACTIVITY VI

Purpose: Listening to Poems

Teacher's Part:
Provide a tape of poems from Robert Louis Stevenson's *Child's Garden of Verses*, a tape recorder, listening post, and six to eight copies of the same book.

Children's Part:
The children listen to the tape. Each selection is read twice with directions to listen first, then to read along the second time.

Learning Center Adaptations:

Communications Center - Provide the children with materials necessary for copying their favorite poems.

Art Center - The children illustrate the poems.

ACTIVITY VII

Purpose: Listening to Stories

Teacher's Part:
Provide a tape recorder, teacher-made tape, listening post, and six to eight copies of *The Bunny Shape Book* by Richard Scarry.

Children's Part:

1. The children listen to the tape and do the fingerplay "Here is Bunny."
2. They listen to the taped story of *The Bunny Shape Book.* They follow along in their books and turn the pages at the sound of a little bell.
3. Read the story a second time and invite the children to read along.

Learning Center Adaptations:

Art - Each child makes a bunny picture and pastes on a cotton ball for a tail.

Communication - Cover all captions throughout the story. Provide blank strips upon which the children write a new story.

Discussion - Each child tells one thing he wants to say most about his bunny he made. Type his quote and glue it to his picture. Make it into a book.

ACTIVITY VIII

Purpose: Comprehending What Is Read

Teacher's Part:
Provide a listening post, a tape recorder, a teacher-made tape of "Color and Colors" by Phyllis Hirschfeld and six to eight copies of this book.

Children's Part:
The children listen to the tape, look at their books, and follow the words. They turn the pages when they hear a special sound.

Learning Center Adaptations:

Art - Place jars containing red, blue, and yellow tempera paint. Have empty jars into which the children can measure and make new colors. Use a tablespoon to measure. Post a chart of proportions with which to begin. Example:

3 T. red and 3 T. yellow = ____________________

3 T. blue and 3 T. yellow = ____________________

3 T. red and 3 T. blue = ____________________

"You made some new colors."
"Use them to make more colors."
"Make a record of the colors and how much it takes to make each."
"Save the colors and use them for making a picture."

Variations of orange:

3 T. yellow and 2 T. red = ____________________
3 T. yellow and 3 T. red = ____________________
4 T. yellow and 1 T. red = ____________________
9 T. yellow and 1 T. red = ____________________
19 T. yellow and 1 T. red = ____________________

Variations of brown:

3 T. red and 4 T. yellow and 1 T. green = ____________________

Variations of purple:

1 T. blue and 3 T. red = ____________________
2 T. blue and 1 T. red = ____________________

Variations of green:

3 T. blue and 1 T. green = ______________________
2 T. blue and 1 T. green = ______________________
3 T. yellow and 1 T. green= ______________________
12 T. yellow and 1 T. green= ______________________
1 T. green and 1 T. yellow and
2 T. blue = ________________________________
4 T. blue and 1 T. green = ______________________

ACTIVITY IX

Purpose: Comprehending What Is Read

Teacher's Part:
Provide a listening post, a tape recorder, a teacher-made tape, and copies of the taped story.

Children's Part:

1. The children listen to the taped story and follow along in the books.
2. They illustrate the funniest thing that happened in the story.
3. They write about their pictures.
4. They compile all the stories into a class-made book.

Learning Center Adaptations:

Listening Center - using tape recorder and the book.

Art Center - using any media for illustrating the story.

Communications Center - writing about the story with needed supplies provided.

ACTIVITY X

Purpose: Expanding Vocabulary

Teacher's Part:
Use a teacher-made tape of a poem about sounds.

Prepare a tape of sounds that are familiar to the children. Use the sounds of objects that are placed in the Sound Box.

Children's Part:
The children can go to the Sound Box area and experiment with the sounds. They can test each other to see if they can identify the sounds.

ACTIVITY XI

Purpose: Developing Awareness of Common Vocabulary

Teacher's Part:
Provide a tape recorder, listening post, teacher-made tape, and eight copies of *The Cowboy Book* by Mel Crawford.

Children's Part:
The children look at the book while listening to the tape. They turn the page when they hear the jingle of spurs.

Learning Center Adaptations:

Art - Each child makes a picture of his favorite thing that happened in the story.

Discussion - Each child tells about his picture.

Communication - Each child writes what he said, types it, and attaches it to his picture.

Book - The children make a book using all the pictures. Place it in the Book Center.

Sensitivity - Sound Box

OTHER ACTIVITIES THAT COULD BE INCLUDED IN THE LISTENING CENTER:

1. Listening walking trips.
2. Closing your eyes to hear or guess.
3. Listening to a record.
4. Listening to a film.
5. Listening to the television.
6. Listening to others read (the teacher, an older child, or a classmate).
7. Listening to the voices of children in class either in person or on tape.

PUPPET CENTER

PURPOSE

A Puppet Center is maintained in the classroom most of the time to stimulate imagination, to improve speech, and to alleviate fears of saying new words and expressing ideas before others.

POSSIBILITIES

- Children tell and retell stories using puppets as talking characters.
- Making puppets, especially simple stick puppets, gives children an opportunity to express their ideas of characters.
- Children plan a puppet show in a puppet theater and demonstrate the ability to cooperate.
- Children say words and make sounds which are new to them.
- Puppets encourage shy children to participate with an interest not possible in simple storytelling.
- Puppets stimulate children to add names to characters, to engage characters in conversations, and to develop plots which are not characteristic of many of the stories they dictate.
- Colored slides can be made of puppet shows and later slide presentations of the same stories can be given.
- The use of nonsense-type puppets releases children from their real world and capitalizes on their abundant imaginations.

SKILLS

- Children express ideas with increasing confidence.
- They learn to tell original stories.
- They learn new words correctly.
- Children learn to speak the parts of more than one character - changing voices, portraying different feelings and moods.
- Children learn to identify with characters in stories, in turn personalizing listening and reading.
- They practice taking turns.
- The child's ability to organize ideas is increased.
- Children learn to plan cooperatively while presenting a puppet show.

AN EXAMPLE OF THE POTENTIAL USE OF THE PUPPET CENTER

Sylvia is nine and a half and in the third grade. She attended the first grade in Mexico and comes from a Spanish speaking home which has strong family ties. Although she is small for her age, she is healthy and well-kept even though the mother has seven children to care for. Because Sylvia is the second oldest, she has had to accept more responsibility than the average child.

In school Sylvia is apparently liked by her peers; however, she is extremely shy with adults. In the past, teachers have not allowed the child to speak out. Shyness has been reinforced. Adults who do not pressure Sylvia "to be seen and not heard" find her more open and spontaneous.

During the second grade she was considered at the top of her class and displayed many academic skills. Recently, Sylvia was placed in the lowest group and was designated as uncooperative, lazy, and immature. When asked to perform a task, she becomes quite stubborn and seldom volunteers information. Answers have to be "pulled out" of her causing some display of her hidden temper.

One place in which Sylvia has lost her inhibitions has been the Puppet Center. By using puppets, she is able to express herself freely and not have to accept responsibility for what is being said. Through the use of puppets she has shown a spontaneity which is not ordinarily evident.

Role playing or dialogue with puppets encourages freedom of expression and is especially valuable for the shy, inhibited child.

PUPPET CENTER

ACTIVITY I - FIVE LITTLE PUMPKINS

Purpose: To Develop Oral Language

Teacher's Part:

1. Read the finger play to the children and illustrate the finger action with your fingers
2. Write the finger play on a chart or on the board and point to the sentences as you teach them to the children.
3. Choose children to act out the finger play, or the whole class may recite the play with you.
4. Instruct the children about how to make the finger puppets:
    - (a) Give each child five pieces of 4" x 4" orange crepe paper and five small rubber bands
    - (b) Have each child puff a square over each finger of his left hand. Secure the paper with rubber bands.
    - (c) The children draw faces on the five pumpkins with felt pen or paint using their right hands. (Left-handed children may use their right hands for the finger puppets.)

Provide the following materials:

1. Orange crepe paper cut into 4" x 4" squares
2. Small rubber bands
3. Tempera paint with small brushes or felt pens

(You may adapt this same idea to other finger plays.)

Children's Part:

1. The children learn the lines to the following poem:

FIVE LITTLE PUMPKINS

Five little pumpkins sitting on a gate. (The right hand is closed to represent a gate. The fingers of the left hand are the five pumpkins which sit on the gate.)

The first one said:
"My, it's getting late." (Hold up one finger.)

The second one said:
"There are witches in the air." (Hold up second finger.)

The third one said:
"But we don't care." (Hold up third finger.)

The fourth one said:
"It's Halloween fun." (Hold up fourth finger.)

The fifth one said:
"Let's run, let's run." (Hold up fifth finger.)

Ooooo went the wind. (Wave arms.)

Those five little pumpkins ran fast out of sight.
(Run fingers behind back.)

CINCO CALABACITAS (Five Little Pumpkins - in Spanish)

Cinco calabacitas sentadas en un portón.

La primera dijo:
"Se está haciendo tarde."

La segunda dijo:
"Hay brujas en el aire."

La tercera dijo:
"No le hace."

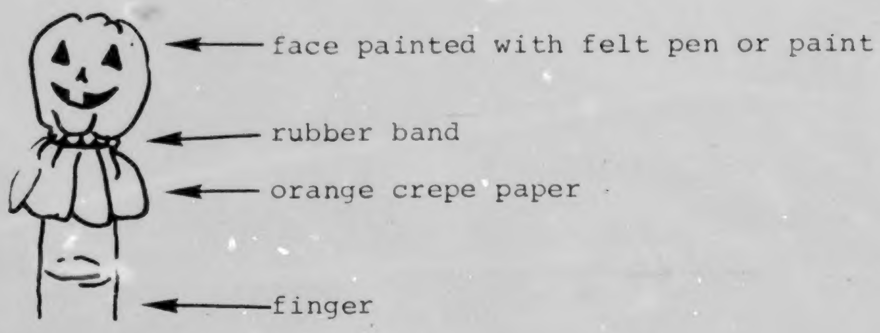
La cuarta dijo:
"Es una noche de espanto."

La quinta dijo:
"Corramos, Corramos."

Uuuuu hizo el viento
Y se apagaron las luces.
Esas cinco calabacitas
¡Corrieron a esconderse!

2. Each child makes the five little pumpkins for the five fingers on his left hand.
3. The children recite the poem to accompany the finger movements.

SKETCH



Learning Center: This activity can be used in either the Role Playing or the Puppet Center. Also the whole class can do this activity together.

ACTIVITY II - DRAMATIZATION OF "THE THREE BEARS"

Purpose: Further Reinforcement of Familiar Story with Speaking instead of Listening

Teacher's Part:

1. Read and discuss the story with the children.
2. Help the children choose those who will portray the characters.
3. Instruct and direct construction of puppets.
4. Make puppet-making materials available:
   (a) tagboard
   (b) paint
   (c) popsicle sticks or tongue depressors
   (d) glue
   (e) pictures of characters which children may use as models

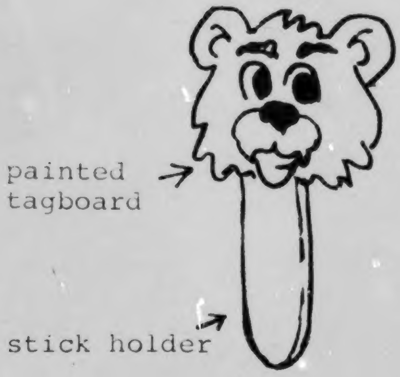
Children's Part:

1. The children make the puppets.
2. They learn the dialogue.
3. They act out the story.

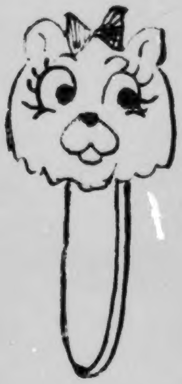
Suggestion: Use a table for the stage. Children get behind the table and hold the sticks below the table top. In this way only the tagboard faces are seen.

SKETCHES:

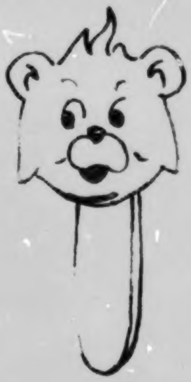
FATHER BEAR



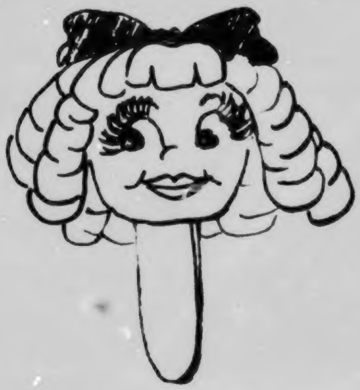
MOTHER BEAR



BABY BEAR



GOLDILOCKS



Learning Center: This activity may be used by a group of four children in the Puppet or Book Center. Also it may be used before the whole class.

ACTIVITY III - IMPROMPTU DIALOGUE (suitable for holidays)

Purpose: To Encourage Creative Thought and Oral Expession

Teacher's Part:

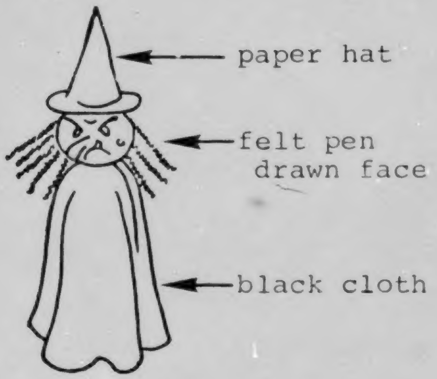
1. Begin group discussion of the approaching holiday (in this instance, Halloween).
2. Sample questions: "What is Halloween? On what day does it come? What do you do on Halloween?"
3. Ask the children how they would like to become witches, goblins, jack-o'-lanterns, etc.
4. Show the children how to make a puppet for each character they choose.

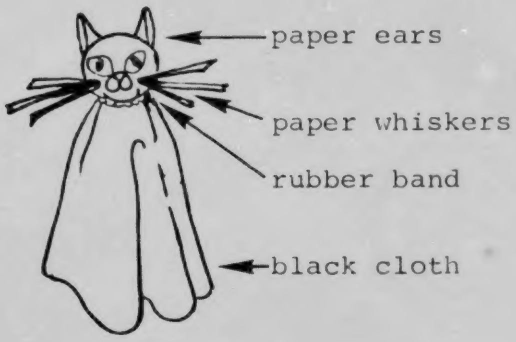
5. Provide these materials:
   - (a) styrofoam balls (or cotton for stuffing)
   - (b) squares of cloth (black, white, orange)
   - (c) rubber bands
   - (d) thick paper strips
   - (e) yarn
   - (f) black and white tempera

Children's Part:
1. The children make puppets.
2. They improvise dialogue, after you have set the pattern.

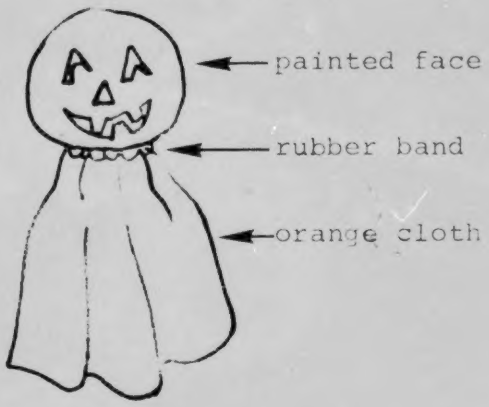
Learning Center: This activity may be used in the Discussion Center, the Puppet Center, or before a large group.

SKETCHES:

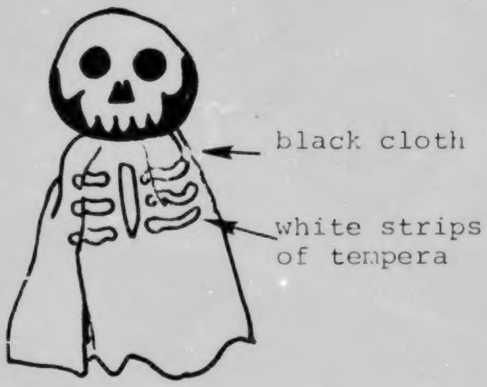

paper hat
felt pen drawn face
black cloth


paper ears
paper whiskers
rubber band
black cloth

JACK-O-LANTERN


painted face
rubber band
orange cloth

SKELETON


black cloth
white strips of tempera

ACTIVITY IV - LANGUAGE PATTERNING

Purpose: To Expand Vocabulary in Both Spanish and English

Teacher's Part:

1. Help the children make finger puppets of Santa Claus, boys and girls. Each child should have a boy or girl finger puppet.
2. Using the Santa puppet, set the language pattern desired.

   Example: ¿Qué quieres para la navidad? (Spanish)
   What do you want for Christmas? (English)

3. Encourage the children to answer, speaking through their puppets.

   Note: Many shy children will speak through puppets when they will not on their own.

Children's Part:

1. The children answer the questions asked in Spanish during one session, English during the next.
2. They take turns asking questions as Santa Claus and answering.

   Some questions:

   (a) ¿Quieres una muñeca?
   Would you like a doll?

   (b) ¿Quieres una bicicleta?
   Would you like a bicycle?

   (c) ¿Quieres dinero?
   Would you like money?

   (d) ¿Quieres un relój?
   Would you like a watch?

   Answers:

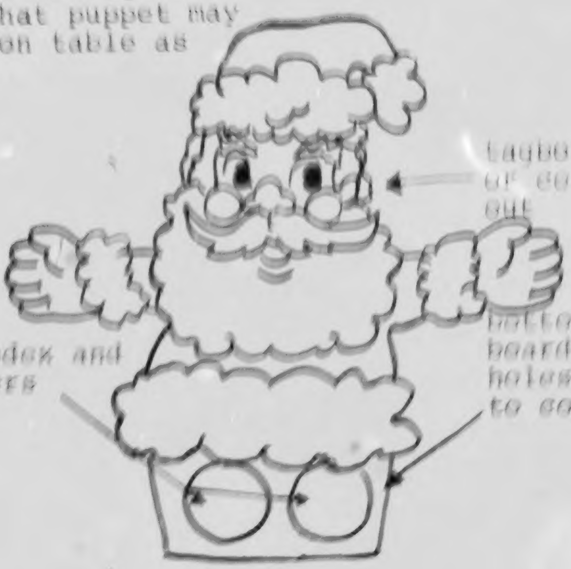
   (a) Sí, quiero una muñeca.
   Yes, I would like a doll.

   (b) Sí, quiero una bicicleta.
   Yes, I would like a bicycle.

   (The children may continue in this manner indefinitely.)

Learning Center: This activity may be used with the whole group, or the children may work in small groups in the Puppet or Communications Centers.

SKETCH



Fingers serve as legs for puppet, so that puppet may move around on table as child talks.

tagboard painted or colored and cut out

holes for index and middle fingers

bottom part of tag-board attached with holes for fingers to come through

ROLE PLAYING CENTER

PURPOSE

The Role Playing Center offers children repeated opportunities to act out roles based on reality and fantasy which are impossible for them in real life. They pretend to be characters like those they meet in books through listening and reading and thus develop a level of understanding which might be impossible without role playing processes. They say words they would never say unless they were projecting themselves into new roles.

POSSIBILITIES

- *Keep a "dress up box" of clothing items available for children to use as motivation for changing roles.*
- *Provide a basic set of shelves and counter space for children to use for different kinds of stores and other buildings.*
- *Supply masks and other items which stimulate children to act out imaginary roles.*
- Develop interest in holidays by providing materials to act out stories and ideas which are traditional for the holidays. (Include Mexican holidays.)
- Encourage children to act out stories and parts of stories in informal ways both in Spanish and English.
- Provide equipment which changes from time to time:

  toys to stimulate children in playing new roles - telephone, typewriter, walkie-talkie radio, chalkboard, books used by older children, nurse's kit, doctor's kit, and all kinds of housekeeping equipment.

blocks and small screens for changing the arrangement of the center (a screen can be two sides of a large cardboard box covered with contact paper to look like wood).

tools of many workmen, especially those which represent the ones used by fathers and mothers of the children.

SKILLS

- Aids in learning the sequences of stories.
- Stimulates memorization of songs and repeating phrases and sentences of classic stories.
- Stimulates language of specific vocabularies which will help in reading stories later.
- Develops oral vocabularies for stories which will be read two or three years later.
- Overcomes bashfulness through the use of props and costumes.
- Helps children to understand the feelings of other people as they act out their roles in stories.
- Increases level of creativity in writing at a later time.
- Assures oral reading with expression and comprehension.

ROLE PLAYING CENTER

ACTIVITY I

Purpose: Developing Awareness of Common Vocabulary

Teacher's Part:

Set up a home center for role playing. Include props such as toy telephones, different types of work hats (a fireman's hat, engineer's cap), etc. Special care must be given to interest the boys through such props as lunch pails, old razors (no blades), empty after shave bottles, men's shoes, shirts, jackets, ties, etc. Remove and add props frequently so language grows.

Children's Part:

1. The children cut out simple costume features such as hats, collars, aprons, and ornaments.
2. They dramatize different roles in the home center.

ACTIVITY II - HATS

Purpose: To Encourage the Relationship of Reading, Writing, Speaking, and Listening

Teacher's Part:

1. Read a story or book about hats.
2. Suggest the different ways the story may be used.

Children's Part:

1. Dramatization: "Act out the part of the person who would wear this hat."
2. Recall: "What other hats have you seen or used?"
3. Labeling: Encourage and reinforce labeling - "Yes, this is a hard hat."
4. Function: "Why would someone wear a hat like this?"
5. Comparison: Discuss differences in size, shapes, and materials.
6. Categorizing: "Which are work hats?", "Which are play hats?", etc.

7. Anticipating: "If you had this hat, what would you do? Where could you get such a hat? How was it made?"

8. Writing: The children make a shape book putting in the hats they want, and what they would do with them. Pictures may be drawn, cut from magazines, etc.

Centers: Writing, Art, Role Playing, Discussion, Reading, Listening.

ACTIVITY III - PLAY

Purpose: Promoting Self-Confidence by Active Participation before an Audience

Teacher's Part:

1. Make costumes and props.
2. Teach words to songs.
3. Lead the children in sequence development and help them think of their own words to use.

Children's Part:

1. The children choose what they wish to be.
2. They make their costumes.
3. They discuss what happened in history.
4. They decide what they say.
5. They learn songs.
6. They put on a play.

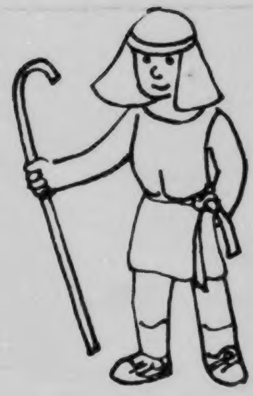
Centers: Role Playing, Art, Listening for song tunes

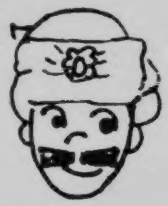
Example of a Christmas Play:

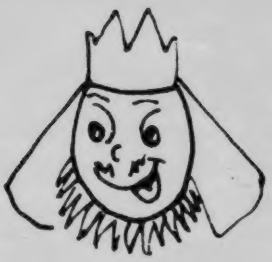
Characters:
Joseph
Mary
7 or more shepherds
3 or more Wise Men
7 or more angels
Donkey, sheep, cow, 2 doves

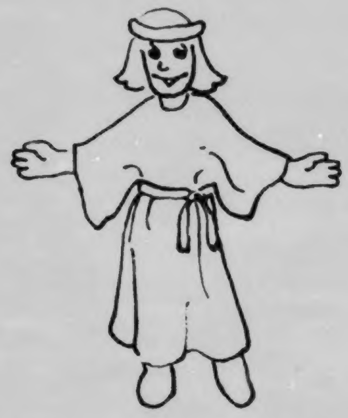
Songs:
Oh, Come Little Children
Noche de Paz
I Said the Donkey
Away in a Manger
Glory to God

Costumes: Use towels with belts, ribbons, or sashes. For the angels use sheets.









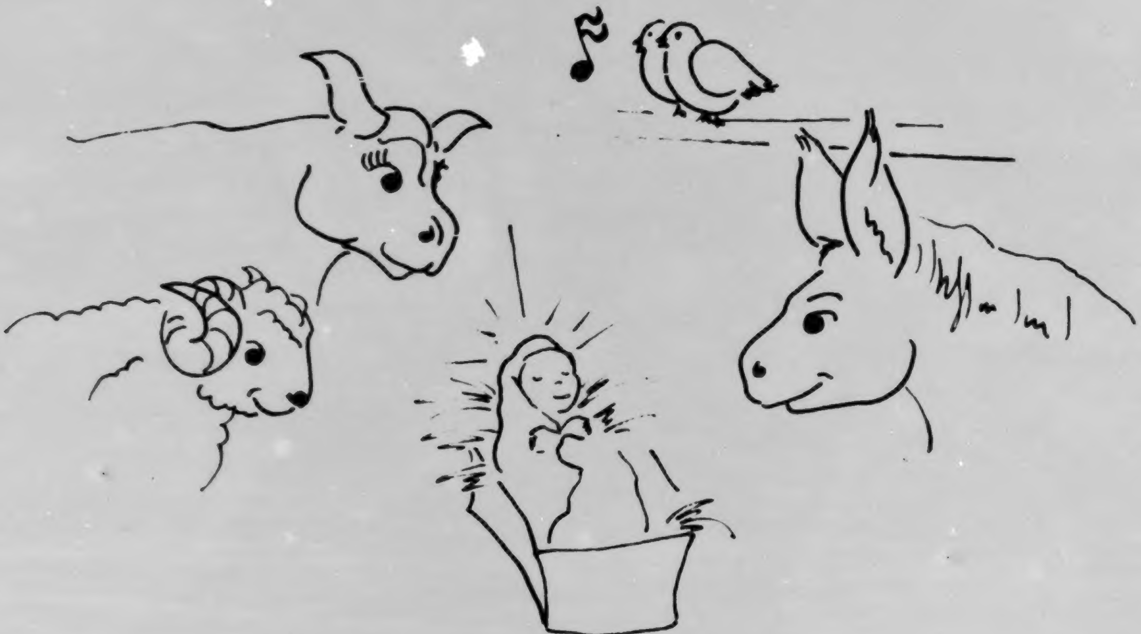
I SAID THE DONKEY

I said the donkey all shaggy and brown.
I carried His Mother up hill and down.
I carried her safely to Bethlehem town.
I said the donkey all shaggy and brown.

I said the cow all white and red.
I gave him my manger for a bed.
I gave him my hay to pillow his head.
I said the cow all white and red.

I said the sheep with the curly horn.
I gave him my wool to keep him warm.
I gave him my wool for a blanket warm.
I said the sheep with the curly horn.

I said the dove from the rafters high.
We cooed Him to sleep my mate and I.
We cooed Him to sleep so He would not cry.
I said the dove from the rafters high.



ACTIVITY IV

Purpose: Discovering Interest and Judgments of Children To Promote Oral Language Development

Teacher's Part:

Story: "Susie had a comic book which a friend had just given her. Louise came in, and grabbed it away from her. They argued and Mother, overhearing, came in...."

Children's Part:

The children write endings to the story and present them before the class.

Learning Activities: Sharing experiences, discussing experiences, solving problems, Art Center

ACTIVITY V

Purpose: Teaching Life Situations Involving Traffic Safety

Teacher's Part:

1. Teach the following song:

   I am a traffic cop.
   I tell the cars to go.
   I tell the cars to stop.

2. Direct the children in making these objects: school bus (wagon), train (painted boxes), cars and bicycles (pictures made of poster board), and traffic signs (poster board).
3. Direct the children in acting out words to the song in order to learn about traffic safety.

Children's Part:

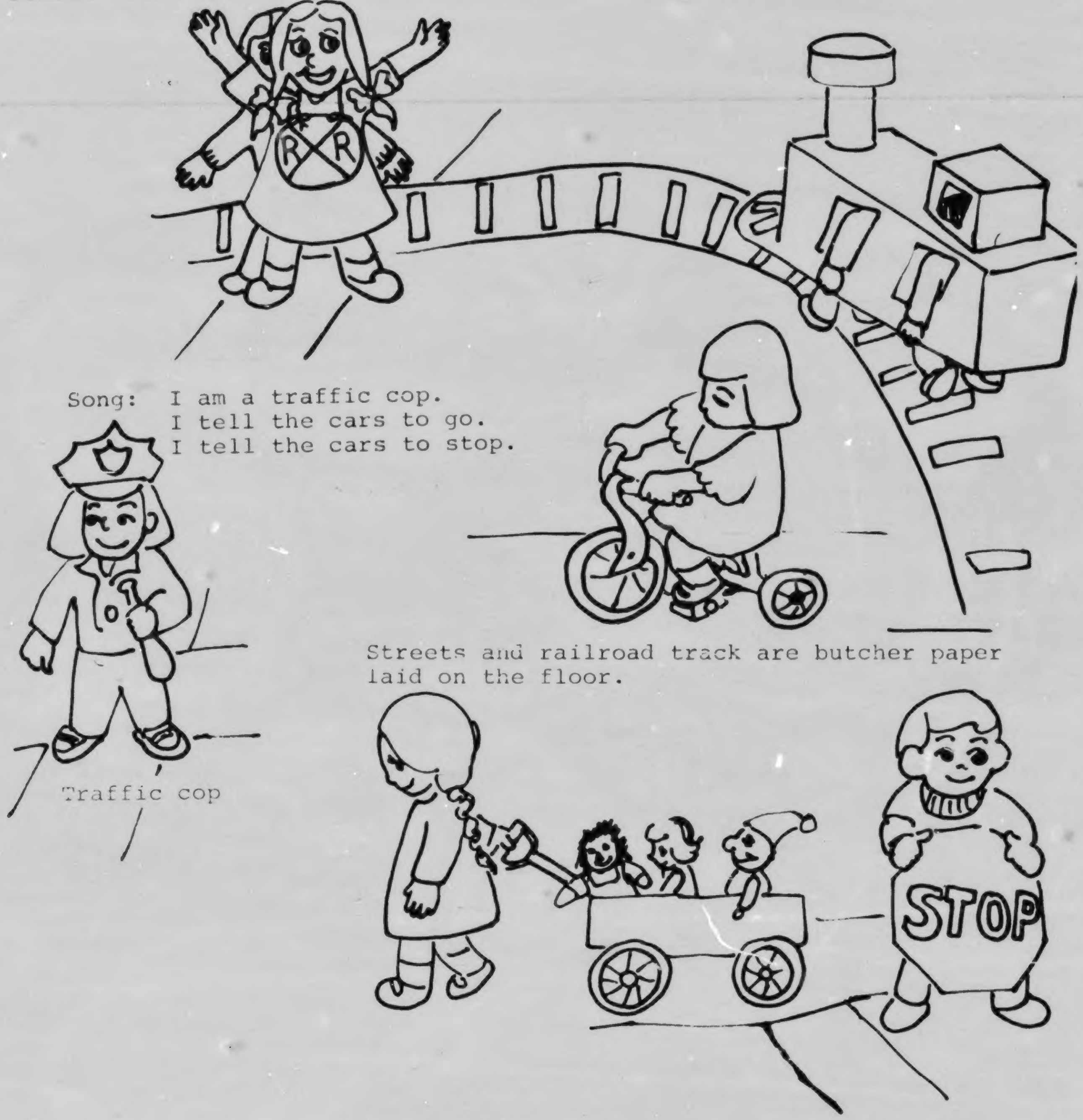
1. Some children hold signs.
2. Some children act like a school bus.
3. Some children act like a train.
4. Some children act like cars and bicycles.
5. One child is the traffic policeman (hat and stick).

Streets and railroad tracks are butcher paper laid on the floor.

Another activity can be a booklet with these pages:

RED YELLOW GREEN	RED Stop says the red light	GREEN Go says the green light	YELLOW Wait says the yellow light	 I am a smart fellow

TRAFFIC SAFETY



School Crosswalk

Bottom and top cut out -
child stands in box, pulls
it up so he can walk.

Song: I am a traffic cop.
I tell the cars to go.
I tell the cars to stop.

Streets and railroad track are butcher paper
laid on the floor.

Traffic cop

ACTIVITY VI - BARBER SHOP AND BEAUTY PARLOR

Purpose: To Encourage Free Play and Conversation in Becoming Familiar with the Barber Shop and Beauty Parlor

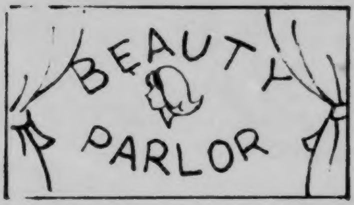
Teacher's Part:

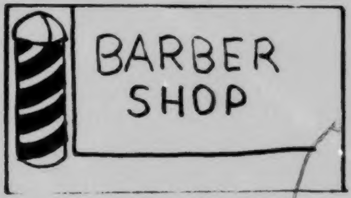
1. Direct barber shop and beauty parlor activities, using toy clippers.
2. The following materials can be brought into this center: nail polish, razor holder, shaving cream, scissors, slippers, towels, shaving lotion, perfume, hair spray, old wigs, chairs, old clothes, shoes, hats, makeup, mirrors, etc. Screens can be made from large sheets of cardboard from mattress boxes.

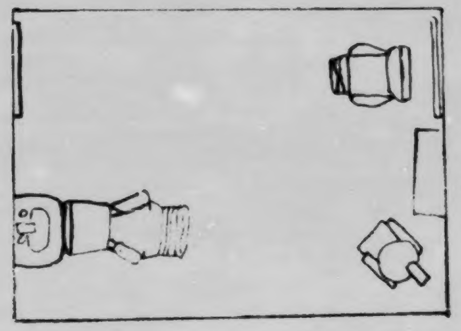
Children's Part:

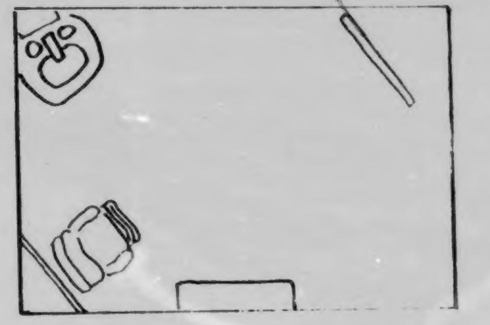
1. The children see how a barber shop and beauty parlor operate.
2. They role play possible professions.

SKETCHES - Sketches of what the barber shop and beauty parlor would look like follow:









ACTIVITY VII - SANTA'S TOY SHOP (Pretending)

Purpose: To Expand Style and Form of Vocabulary

Teacher's Part:

Create the setting: The children pretend they are toys sound asleep in Santa's Toy Shop. One child playing Santa comes in at midnight to inspect his toys, and all the toys wake up. At Santa's request, the different toys perform. Each child chooses what he wants to be.

Then Santa tells them he is pleased, that it is time to go back on the shelf for the night and go to sleep. He then tiptoes out.

Possibilities for Children: This activity gives the children a chance to role play, to organize ideas, and to see how other people act.

Centers: Listening, Role Playing, Discussion

ACTIVITY VIII - THE STORY OF FERDINAND by Munro Leaf

Purpose: Relationship of Reading, Listening, and Speaking (Role Playing)

Teacher's Part:

1. Read the story to the class.
2. You may play the accompanying recorded version of the book by Scholastic Records, CC 0606.

Children's Part:

1. The children may write their own version of the story in play form.
2. Each child chooses the character he would like to play and learns that part.
3. They make their costumes and scenery for the play.
4. They act out the play.

Centers: Reading, Listening, Discussion, Role Playing, Art, Writing

ACTIVITY IX

Purpose: Writing, Language Development, Methods and Procedures of Post Office

Teacher's Part:

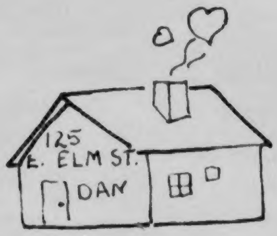
1. Develop language through discussion and set up the purpose.
2. Have a center set up for the children to play mailing letters.

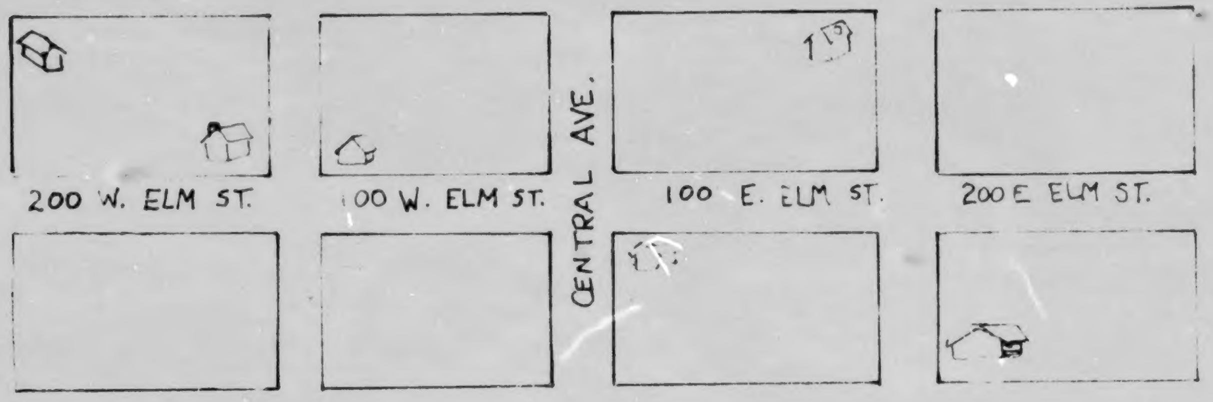
Children's Part:

1. The children play postman or mail letters to themselves or all over the world.
2. They can also use map reading skills, poetry writing, and independent writing.

A field trip can be made later to make the experience seem real.

Centers: Field Trip, Art, Writing, Role Playing


125
E. ELM ST.
DAN


200 W. ELM ST.
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CENTRAL AVE.
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SENSITIVITY CENTER

PURPOSE

The Sensitivity Center provides a place and materials which children explore so they can view their world in new ways - taste, feel, smell, touch, listen, hear - and develop vocabularies to describe their new perspectives.

POSSIBILITIES

- Use labels on displays in Spanish and English.
- The children taste the same food in different forms - applesauce, raw apple, spiced applesauce, apple juice, dried apple.
- The children smell things and tell how they smell with real words and with words they make up.
- The children explore simple musical instruments and develop a vocabulary for telling about sounds they hear in their environment.
- Keep a touch box supplied with interesting items for children to feel and guess.
- Provide animal and insect cages for collections which children furnish. During observations talk about movements, size, shapes, color, sounds, etc.
- Display pictures and books which stimulate a discussion of how things feel; how people regard each other; the colors, shapes, textures, and sounds in the environment.
- Extend the center to the out-of-doors to include weather, clouds, wind, plants, insects, and animals.

SKILLS

- Develops understanding of self and environment through discriminative observation and interpretation.

- . Develops appreciation of sound, rhythm, and rhyme.
- . Helps the child become more selective in choosing words to convey meaning effectively.
- . Increases olfactory discrimination - smelling pleasant and unpleasant odors - and develops a vocabulary to express this sense.
- . Increases vocabulary for telling how things taste.
- . Increases auditory discrimination and develops a vocabulary to express this sense.
- . Increases tactile discrimination and develops a vocabulary to express this sense.
- . Increases visual discrimination and develops a vocabulary to express this sense.
- . Increases awareness of the frequency of sensitivity words used by authors when they are describing their worlds and the people in them.
- . Develops the ability to view pictures, films, and objects with a new sensitivity and appreciation for their beauty and uniqueness.
- . Promotes the ability to compare and contrast Spanish and English words for color, size, shape, texture, sound, taste, and emotion.

AN EXAMPLE OF THE POTENTIAL USE OF THE SENSITIVITY CENTER

Tommy is a happy, well-adjusted third grader. His problem in school is that he cannot read. Although he has moved several times during his school life, he adjusts very well to the classroom and gets along well with others. He is not shy and is very confident in using both Spanish and English. He has a very extensive background compared with the other children in the class, and he is happy to share his experiences with them.

After five years in school he is still "reading" at first grade level in the basal readers, although testing shows he has a much higher potential. In other subjects he does average and above-average work. The teacher is very concerned, since she knows that Tommy's reading problem will curb his success in other subjects when he enters intermediate grades next year.

During a popcorn-popping experience in the sensitivity center the teacher observed that Tommy was highly motivated after watching the "popping" process and tasting the popcorn. For the first time, Tommy wanted to write a story. With some help from the teacher and the other children, he wrote a short story that he was able to read to the class.

After this successful experience for Tommy, the teacher has used the Sensitivity Center as a motivation for experience stories. Not only has it sparked Tommy's interest in reading and writing, but also the other children happily share their stories with a new enthusiasm. The teacher has found that when the children have actually participated in an activity, they are very anxious to share their feelings and observations with the others. She has also discovered that library books relating to the activity have been very popular with Tommy and his classmates. Tommy began by reading the easier books. If the book was too difficult for him, the teacher encouraged him to "read" the pictures.

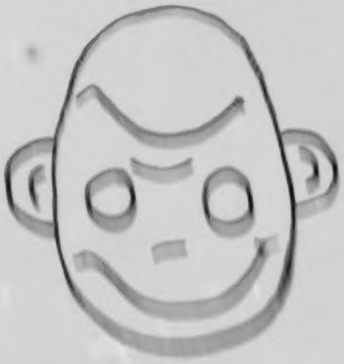
Tommy's reading ability has increased greatly during the year, the main reason for this being his new interest and desire to read. Having *real* experiences to read and write about has given Tommy a new outlook.

SENSITIVITY CENTER

ACTIVITY I - EXPRESSING FEELINGS

Purpose: Discussing, Expanding Vocabulary, Developing an Awareness of Other People's Feelings

Teacher's Part:
1. Provide a mirror for each child.
2. Provide pictures of children with expressions - sad, mad, happy - and cards with these words written on them.
3. Make a large happy and sad face like the drawing.



Children's Part:
1. The children look in mirrors and talk about the different expressions.
2. They match expression words with pictures.
3. The children draw a happy and sad face like the drawing. (They turn it upside down to see the sad face.)
4. They play the guessing game "How Do I Feel?" A child acts out his feelings and the others guess how he feels -- sad, happy, crying, etc. A small group can play and word cards can be used. This activity can be used for vocabulary improvement and for role play.
5. They make books by cutting and pasting pictures which show different expressions.

ACTIVITY II - TEXTURES

Purpose: Sharing Experiences

Teacher's Part:

1. Have as many samples of fabric as possible.
2. Tape record the oral language of the students and stimulate conversation.

Children's Part:

1. The children feel and identify as many fabrics as they can.
2. They make an experience chart using samples of fabric.
3. They find samples of fabric on the chart that are exactly like some of the fabrics they are wearing.
4. They use materials as a review of colors.
5. Each child can describe what another child in the group is wearing; talk about the fabric, colors, feel of the fabric; etc.
6. They make a texture book using the various fabrics and describe and label each type.
7. They make a collage from pieces of fabric.

Additional Uses: Discussion
Expanding vocabulary
Organizing ideas and information
Summarizing

ACTIVITY III - HOT AND COLD

Purpose: Sharing Experiences, Expanding Vocabulary

Teacher's Part:

1. Provide an ice cube for each child.
2. Provide one large pan of very warm water.

Children's Part:

1. Each child puts an ice cube in one hand, puts the other hand in very warm water, and identifies which is hot and which is cold.
2. The children name, discuss, and list other objects which are hot and cold.
3. They make books:
   (a) cut and paste pictures of hot things and label them.
   (b) cut and paste pictures of cold things and label them.

ACTIVITY IV - TOUCH BOX - FEELING

Purpose: To Develop Vocabulary

Teacher's Part:

1. Provide a touch box with a variety of objects.
2. Record what the children say on word cards.
3. Hold up each child's word and ask:

   "Whose word is this?"
   "What does it say?"

   If there are eight to ten children in the group, some of them will be able to read most of the words the first time through. Most children can read the words the second time.

Children's Part:

1. The children write experience stories.
2. Each child chooses an object from the box and tells how it feels.

ACTIVITY V - SANDBOX PLAY

Purpose: For Development of the Tactile Sense

Teacher's Part:

1. Encourage the children to note the texture of sand.
2. Allow the children to experiment and build in sand, both wet and dry.

Children's Part:

1. The children experiment in sand to discover its texture.
2. They talk about their activities.

Possibilities:

1. The children play in dry sand; then wet the sand so they can build with it.
2. Discuss scientific aspects with the children. Example: sand has been worn down from larger rocks.
3. Let the children make art designs by pouring sand over glue spotted on paper (making modern designs). Then they paint the sand different colors.

ACTIVITY VI - TOUCH

Purpose: To Develop Tactile Sense

Teacher's Part:

1. Make a touch box.
2. Provide various objects to put in the touch box.
3. Encourage discussion of how each object feels.
4. Record or write down the children's language to make a class book or talking mural.

Children's Part:

1. Each child feels an object in the touch box.
2. He describes how it feels and tries to guess what it is.

Suggestions for materials which can be used in the touch box:

all kinds of cloth, wood, cotton, glass, clay, paste, rocks, paper of different kinds and textures, sandpaper numerals, sponges, brushes, pine cones, cotton pad, gingerbread man cookie cutter, big pretzel (curled type), sponge toy that has shape, rubber lizard or spider, fur object

Materials to taste later: pineapple, coconut, pomegranate, artichokes, etc.

ACTIVITY VII - MARCH WIND

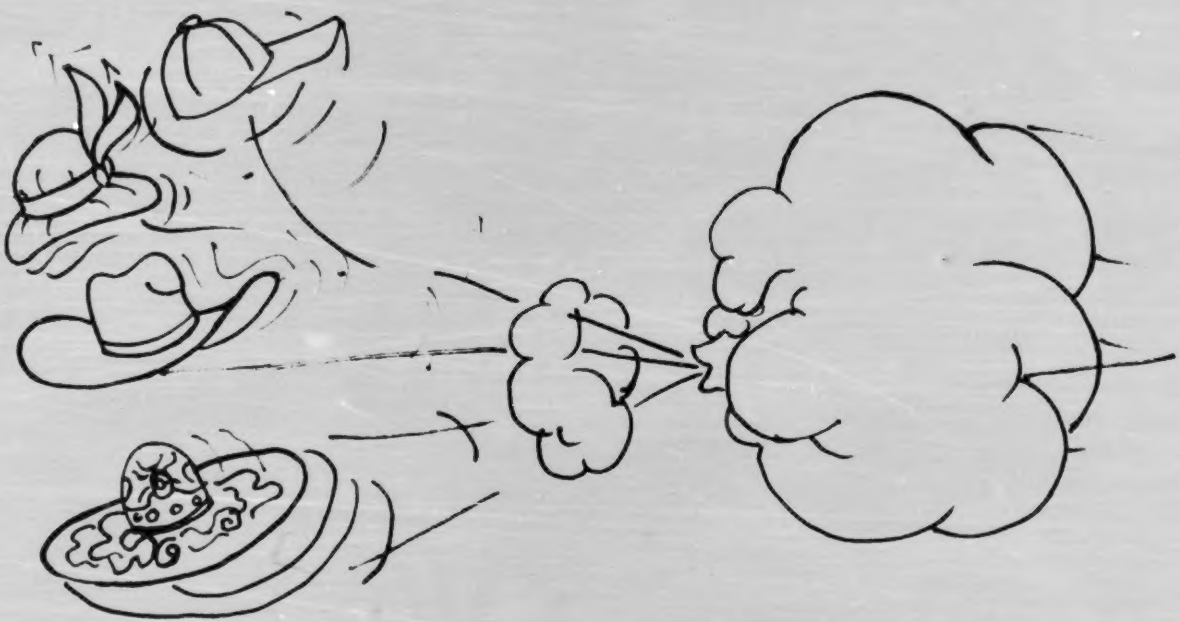
Purpose: To Write Experience Stories

Teacher's Part:

1. Supply the poem "The Wind" by Robert Louis Stevenson and a wind picture for the bulletin board.
2. Supply construction paper for hats (kites may be used).
3. Plan this activity for a windy day.

Children's Part:

1. The children make kites or hats for the bulletin board.
2. They take a walk in the wind.
3. They write stories telling what they experienced when feeling the wind. The books they make may be in the shape of hats or kites.



ACTIVITY VIII - SMELL

Purpose: To Develop the Sense of Smell

Teacher's Part:

1. Fill pill bottles with small amounts of items that smell. Paint or cover the bottles on the outside so the contents cannot be seen.
2. Blindfold the children while they smell and try to guess the contents of the bottles.
3. Encourage vocabulary such as sour, sweet, pretty, bad, etc.

Children's Part:

1. The children smell the bottles and try to identify the contents.
2. They talk about the smells, using both Spanish and English.

Suggestions for things to smell:

tuna, mayonnaise, vinegar, onion, cloves, alcohol, orange or lemon peel, peanut butter, rose petals, perfume, banana, chewing gum, vanilla, cinnamon, leather glove, chocolate candy, coffee, peanuts, popcorn

ACTIVITY IX - TASTE

Purpose: To Develop Sense of Taste

Teacher's Part:

1. Supply a small amount of food for each child to taste.
2. Direct the activity, encouraging descriptive conversation.

Possibilities for Children:

1. They taste various kinds of fruit, melons, juices, crackers, nuts, berries, pickles, cheese, vegetables, spices, tropical fruits (mango, papaya, and pomegranate).
2. They taste bitter chocolate, sweet chocolate, pretzels, tuna, salmon, popcorn.

ACTIVITY X - SOUNDS AROUND US

Purpose: To Develop the Sense of Hearing

Teacher's Part:

1. Record sounds around your home. (Children especially enjoy this activity if members of the teacher's family participate in making the recording.)
2. Records from Scott Foresman may be used: "Sounds Around Home" and "Sounds Around the Farm."

Children's Part:

1. The children can then make their own tape, each child recording a sound for the others to guess.

   Suggested titles:
   - Sounds of Work
   - Sounds of Play
   - Sounds around School
   - Pet Sounds

2. They make a shape book.
3. They make two books. On the front of one paste a picture dealing with a loud sound: fire engine, drum, horn, etc. On the other book paste a picture denoting a soft sound: mouse, kitten, snowflake, etc.
4. The children paste magazine pictures of sounds in the appropriate books.

ACTIVITY XI - BEATER KITS

Purpose: To Develop and Extend Vocabulary

Teacher's Part:

1. Bring beaters.
2. Demonstrate how they are used.
3. Bring instant pudding.

Children's Part:

1. The children bring beaters.
2. They experiment with beaters.
3. They discuss beaters.
4. They help make pudding.

Kinds of Beaters: Rotary
Electric
Whisk
(Add others.)

ACTIVITY XII - SHOE KIT

Purpose: To Stimulate Conversation

Teacher's Part:

1. Have different kinds of shoes illustrated on poster board.
2. Talk with the children about who would wear each shoe. Examples: horseshoe, high heel, little girl's dress shoe, cowboy boot, high top shoe, saddle shoe, fancy shoe, ballet slipper.

Children's Part:

1. The children discuss different kinds of horses, and choose what kinds they want to be (in connection with horseshoes).
2. They discuss what type of person would wear each shoe or how it would be used.
3. They dramatize the characters.

Additional Possibilities: This activity can also be done with hats or gloves.

VIEWING CENTER

PURPOSE

The Viewing Center brings children in contact with many ideas which expand their horizons. It is a center which does not require reading and writing ability for continued success and thus gives children an opportunity to learn many things while they are developing an adequate speaking vocabulary.

POSSIBILITIES

- Children can view pictures and talk about them in Spanish prior to the time that they acquire an English vocabulary adequate for conversation.
- Pictures can be used for children to identify objects, shapes, sizes, colors, etc., when they know only a few English words.
- The Center can provide vicarious experiences through visual materials.
- The Center can be correlated closely with Discussion Center, Listening Center, Communications Center, and Sensitivity Center.
- As children apply their own thinking and language to new situations, imigination is developed and stimulated.
- The Center can provide a place for displays of articles representative of the children's culture and their community.
- Children can view photographs which are taken on field trips and neighborhood walks.
- Children can use an overhead projector to review language skills such as word recognition, letter-sound relationships, etc.

- A collection of filmstrips and individual filmstrip viewers for children can be used for recreational purposes.
- Filmstrips can be used to build the skill of telling a story in sequence.
- Single concept film loops and motion pictures can be used in this center.
- Children can record their own stories to accompany short films or filmstrips. The stories can be in Spanish and English.
- Art prints can be used to develop a descriptive vocabulary.
- Children can develop their own art gallery with paintings which have something to say to other viewers.
- Peep boxes can tell stories to children.
- A Viewmaster and cards can expand the children's world.

SKILLS

- Helps children gather facts and information from viewing.
- Provides profitable learning experiences for children who cannot read.
- Stimulates conversation and discussion in Spanish and English.
- Promotes the ability to distinguish fact from fantasy and to enjoy both.
- Gives children an opportunity for another form of reading.
- Helps children learn to work independently and to be responsible for operating equipment.
- Invites children to express their own interpretation to visual materials.

VIEWING CENTER

ACTIVITY I

Purpose: Discussing Experiences

Teacher's Part:

Provide a calendar of Switzerland with many scenic pictures and various colors. Show the pictures to the group and lead the group in discussing the pictures: objects and how they are shaped, various sizes, various shades of colors, and the various activities depicted.

Travel posters and calendars from many different places can be used.

Children's Part:

The children might act out whatever is depicted in a picture and discuss what they think it might feel like.

ACTIVITY II

Purpose: Sharing Experiences

Teacher's Part:

1. Ask the children to bring anything they have from Mexico (i.e., art forms and objects common to the culture). Also, they may personally visit some homes to collect these articles.
2. You may start a personal collection by going to local shops or shops in Mexico. Articles collected may be cascarrones, piñatas, maracas, castanuelas (castanets), sarapes, straw burrows, and brightly decorated, clay flower vases. Make a display in the Viewing Center.

Children's Part:

1. The children help collect items for the display.
2. They help set up the display.
3. They gather pictures of the items for a bulletin board or book.
4. They discuss the displays.

ACTIVITY III - PICTURES

Purpose: Sharing Experiences and Expanding Vocabulary

Teacher's Part:

1. Provide a camera and film.
2. Provide materials for drawing and painting.
3. Collect pictures.
4. Decide when to use the activity (field trips, classroom work, etc.).
5. Guide discussion.
6. Set up other centers.
7. Take pictures.

Possibilities:

1. Taking pictures of timely activities.
2. Drawing or painting pictures of an activity.
3. Collecting pictures from home, school or neighborhood.
4. Making a scrapbook.
5. Making a talking bulletin board or mural (p. 64).
6. Making tapes to accompany pictures, books, etc.

Children's Part:

1. The children take pictures.
2. They draw or paint pictures.
3. They collect additional pictures.
4. Each child records information about his pictures.
5. They make tapes to accompany pictures, books, etc.
6. They go to other centers for follow-up.

ACTIVITY IV - MOVIES

Purpose: Expanding Language

Teacher's Part:

Take movies of your class doing something especially exciting.

Examples:

1. Trip to the zoo or other field trips.
2. Plays the children act out.
3. Parades.

Children's Part:

1. The children view the movies.
2. They write experience stories.
3. They make up poems, etc.

ACTIVITY V - FILMSTRIPS

Purpose: Eliciting and Expanding Language

Teacher's Part:

1. Set up equipment.
2. Select filmstrips according to interests and needs.
3. Guide discussions.
4. Set up follow-up centers.

Possibilities:

1. Filmstrips with no words.
2. Single concept filmstrips.
3. Filmstrips with words.
4. Filmstrips with tapes or records. (Coronet)

Children's Part:

1. The children view the films individually or in a group.
2. They discuss during or after the showing with you or a group.
3. They go to appropriate center for follow-up.

ACTIVITY VI - VIEWMASTER

Purpose: To Organize Ideas and Information

Teacher's Part:

Before the activity select Viewmaster cards which illustrate different types of contrast and likeness for the children to identify. Example: different seasons, different climates.

Children's Part:

The children find the pictures that were taken during the winter, spring, summer, or fall (or in the mountains, by the sea, or in the desert). After viewing the pictures, the children discuss the activity, draw their own pictures, and then group them under the appropriate headings they are studying. They may also write up and tape what they have learned during the activity.

ACTIVITY VII - LANGUAGE MASTER

Purpose: Relationship of Speaking, Writing, and Reading

Teacher's Part:

Have each child find in a catalogue one-wheeled, two-wheeled, three-wheeled, and four-wheeled toys. Then give him four 6" x 10" pieces of tagboard. He is to draw a picture of each kind of toy. Clip each drawing to a blank language master card. The child will tape record a sentence about each picture which can be played by himself and the rest of the class. Write what the child has taped below each picture so he can hear and see the sentence and see the illustration.

Children's Part:

The child finds pictures, draws pictures, and records sentences about his pictures.

ACTIVITY VIII - EXPANDING VOCABULARY

Teacher's Part:

1. Discuss uses and purposes of a microscope and a magnifying glass.
2. Bring interesting objects to be viewed.
3. Build vocabulary.

Children's Part:

1. The children collect things to be viewed.
2. They discuss what they see.

ACTIVITY IX

Purpose: Organizing Ideas and Information

Teacher's Part:

1. Furnish three ant farms and help the children prepare them for ants.
2. Collect large red ants for one farm, large black ants for another, and small black ants for the third.

Children's Part:

1. The children observe the ants for one month, making notations about each farm every three days. During this time they collect pictures of ants and read library books on the subject which are available for them.

2. At the end of the observation period the children write an ant book telling what they have learned about the differences and likenesses of the three kinds of ants.
3. They fill each ant farm with a different type of soil and note the ants' reaction, if visible.

COOKING CENTER

PURPOSE

The Cooking Center provides a continuing place for children to increase their language of the senses - how things smell, taste, and feel. They learn to contrast and compare foods before and after cooking. They develop vocabularies to describe changes in foods from one stage to another. Field trips and activities involving food become more meaningful for children as they understand the process of preparation and the uses of ingredients.

POSSIBILITIES

- Tasting experiences can be a regular feature of the school program.
- Cooking simple foods stimulates interest in the names of ingredients.
- Comparing foods in raw and cooked forms increases vocabularies of texture, size, shape, smell, taste, etc.
- Recording and following recipes brings the idea of quantity and the use of numerals into reality.
- Entertaining other people with prepared foods requires use of the language of courtesy and manners.
- Food pictures from magazines and newspapers are available in abundance for use in books and for vocabulary charts which need illustrations.
- After food preparation experiences, stories about the growth of food products are of great interest to children.

- Contrasting and comparing nutritional values of foods is possible.
- Parents can be involved in demonstrations and explanations, especially in demonstrating the preparation of foods which are indigenous to ethnic groups.
- Preparing and consuming food requires the use of the four major word categories which extend language - names of things, words of motion, adjectives, and adverbs.

SKILLS

- Children make descriptive responses to experiences of tasting, smelling, and feeling.
- They learn to follow the directions in recipes.
- They learn to describe things that are changing.
- They learn to tell about something "before" and "after."
- They gain information from observation.
- Children become selective in choosing words to convey meanings effectively.
- They increase olfactory discrimination - smelling pleasant and unpleasant odors.
- They increase taste discrimination - sour, sweet, salty, bitter.

AN EXAMPLE OF THE POTENTIAL USE OF THE COOKING CENTER

Antonio is an aggressive first grade boy with leadership qualities which needed to be channeled in a positive direction. Although he enjoys school for companionship reasons, he does not like to do individual work and has not been successful in school because of the discipline problem.

A true bilingual with extensive vocabulary in both Spanish and English, Antonio really bloomed when given the opportunity to participate in a language-experience program. This activity provided the opportunity for him to use his leadership ability and to have the individual attention of the teacher while dictating experience stories. He was enthusiastic about sharing the stories with the class since the stories were about him.

Making pancakes during rodeo season was the turning point in Antonio's school program. Turning the pancakes and serving each schoolmate was his delight. And oh! that first bite! At last Antonio was so absorbed in an activity that he was not interested in disrupting the class. What a story he dictated that day, and how many times he read his story to his friends! The rodeo books in the room proved to be his first interest in an individual activity.

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COOKING CENTER

The purpose of a cooking activity is to give the children experiences which motivate oral language and develop a sensitivity to taste, smelling, feeling, and hearing. This Center can also develop an awareness of safety precautions and the need for sequential development. Usually a cooking activity motivates the shy child to express himself, when in other activities he will not.

Cooking activities should be done in small groups. They provide an opportunity for utilizing parental participation - using mothers as aids.

Materials needed will include suitable cooking utensils and hot plate or some other source of heat which is available.

ACTIVITY I - TASTING FRUIT

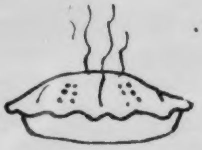
Purpose: To Distinguish the Tastes of Various Fruits

Teacher's Part:
Provide fruits for tasting and direct the activity.

Possibilities for Children:

A.
1. The children describe the fruits according to shape, size, texture, color, taste, and smell.
2. Then all the fruits can be mixed together in a salad.

B.
1. The children taste different kinds of apples to see if they are different.
2. They make apple pie or cobbler.
3. They make caramel apples.
4. They taste apple juice.
5. They make applesauce.



APPLESAUCE

Each child peels an apple (use vegetable peeler). They put the apples in a pot with just enough water to start them cooking. When the apples are tender, they mash them. Next they add sugar (four cups for 24 apples) and cook the applesauce for ten minutes.

FRUIT SALAD

Purpose: Learning Sequence

Teacher's Part:
Bring a variety of fruits to be used in a salad and utensils for cutting and mixing.

Children's Part:
1. The children wash the fruit.
2. They cut the fruit.
3. They whip the cream.
4. They mix the fruit with cream.
5. They eat the fruit salad.
6. They make a shape book of fruit with stories about each fruit.
7. They share experiences.
8. They discuss the activity.
9. They make an experience story.

Related Center: Sensitivity.

ACTIVITY II - PINEAPPLE COOKING AND TASTING EXPERIENCES

Purpose: To Develop the Sense of Taste.

Teacher's Part:
Provide pineapple products, set up Cooking Center, direct activities, encourage language.

Possibilities for Children:
1. Introduce a fresh pineapple in touch-smell box.
    a. The children smell the pineapple in the box and comment on it.
    b. They feel the pineapple, describe what they feel, and guess what might be inside.

2. Then the children examine the pineapple and talk about how it might grow.

3. They look at pictures or snapshots of pineapples growing.

4. They cut the pineapple, peel it, and taste it.

5. They taste canned pineapple and compare it with fresh pineapple.

Other Possibilities:

1. The children taste pineapple juice. They talk about what they think has been done to the pineapple to make the juice.
2. They help make pineapple jello.
3. The children help make instant pineapple pudding. Ask the children to identify it by color, smell, and taste.
4. They help make a pineapple-upside down cake.
5. They taste pineapple sherbert.
6. Make a pineapple shape book of children's language. Make a page for each child. Example: Maria said, "............"
7. Make a second pineapple shape book using Spanish.
8. Read the children's own books to them.
9. The children put pineapple top (leaves) in water to grow roots.

Option:

Substitute a fresh coconut for the pineapple and do similar activities. Add the following:

1. Using coconut shells to make music as a rhythmic activity.
2. Baking coconut macaroon cookies.

PINEAPPLE SONG

Tune: "Did You Ever See a Lassie"

Did you ever taste a pineapple, pineapple, pineapple?
Did you ever taste a pineapple? It tastes so good.

We will cut the pineapple, pineapple, pineapple,
We will cut the pineapple, and taste now.

I like to eat pineapple, pineapple, pineapple,
I like to eat pineapple, it tastes so good.

(Adapt this song for coconut and other foods.)

QUICK COCONUT MACAROON COOKIES

2 cups fine grated coconut	1/4 tsp. almond extract
3/4 cup sweetened condensed milk	1 tsp. vanilla
	Dash of salt

Combine all ingredients and mix well. Drop by teaspoon one inch apart on greased baking sheet. May garnish with nuts, cherries, etc., if desired. Bake in slow oven (325°F.) 15 minutes, or until golden brown. Remove from baking sheet at once and cool.

ACTIVITY III - POPCORN COOKING EXPERIENCE

Purpose: To Develop Olfactory Sense and the Concept of How Corn Grows.

Teacher's Part:

Provide the following materials:
- Ears of corn for discussion
- Canned popcorn for popping
- Popcorn popper
- Butter and salt

Possibilities for Children:

Introduce the unit by having corn popping when the children enter the room. "How did you know what it was?"

Possible responses:
- Heard and smelled it.
- Saw it.
- Felt it.
- Tasted it.

The unit can also begin this way:

Introduce in the touch box an ear of corn and red popcorn (if possible). Write down the children's language as they talk.

Additional Possibilities for Children:

1. If possible arrange a field trip to a cornfield. If not, provide a picture of corn growing. Label each part of corn plant: stalk, ear, kernel, seed, husk.

2. The children pop popcorn in a small group in an electric popcorn popper (preferably with a glass lid). They talk about steam, etc. They discuss smells and sounds as corn pops.

3. The children taste the popcorn with and without salt and butter.

4. They talk about the taste of the popcorn. Later in the year, they taste sweet corn and compare it with the popcorn.

5. The children make a talking mural (p. 64) of their language during the touch box, popping and tasting activities.

6. Each child makes a book of his language during popcorn popping. He can match language in his book to that of the talking mural.

7. The children make an illustrated experience chart.

8. Plant popcorn seeds - both regular and colored popcorn. Keep a diary.

9. Math: The children estimate the number of kernels on an ear of corn. Then they count the rows of kernels, then the kernels.

10. Tape the children's poems and songs about popcorn. Play back for the children to hear..

11. The children help make caramel corn using the following recipe:

CARAMEL POPCORN

1 1/2 cups sugar
1 cup brown sugar
3/4 cup light corn syrup
3/4 cup water

1 cup raw peanuts
1/2 cube butter
1 tsp. salt
1 tsp. soda
1 tsp. vanilla

Mix sugars, syrup, and water. Cook to 240° on candy thermometer. Add peanuts to syrup. Continue cooking to 270°, stirring. Remove from heat. Add melted margarine. Add salt and soda mixed with vanilla. Pour over 6 quarts warm popcorn.

SONG

1. A POPCORN SONG

Tune - "Sing a Song of Sixpence"

Sing a song of popcorn
When the snowstorms rage;
Fifty little brown men
Put into a cage.

Shake them till they laugh and leap
Crowding to the top
Watch them burst their little coats;
Pop, Pop, Pop!

Sing a song of popcorn
In the firelight,
Fifty little fairies
Robed in fleecy white.
Through the shining wires see
How they skip and prance
To the music of the games;
Dance, Dance, Dance!

2. THE POPCORN MAN

Tune - "The Muffin Man"

Oh, do you know the popcorn man, the popcorn man,
the popcorn man,
Oh, do you know the popcorn man, who lives in
Drury Lane.
Oh, yes I know the popcorn man, the popcorn man,
the popcorn man,
Oh, yes I know the popcorn man, who lives in
Drury Lane.

(The children can substitute other types of men. For example: "Ice Cream Man," "Pancake Man")

Books for this activity:

1. *The Popcorn Dragon* by Jane Thayer.
2. This book can be purchased at variety stores:
   Little Popcorn (The story of a little dog named "Popcorn") by Sara Asheron.

Record:

"Popcorn Popping", *Getting a Headstart Through Music*, Audio Recorders, distributed by Tempe School District #3 (available at Teaching Tools, Phoenix or Tucson).

Related Center: Sensitivity Center.

ACTIVITY IV - BUTTER MAKING

Purpose: Learning Sequence

Teacher's Part:

1. Provide a small baby food jar for each student.
2. Provide one quart of heavy cream, salt, and crackers.
3. Tape record the oral language of the students and stimulate conversation.

Children's Part:

1. The children fill their jars one-third full of cream.
2. They shake and watch the cream in the jar turn by "magic" into a lump of butter.
3. They pour out the milk that has separated.
4. The children pour fresh cold water into jars and shake again. They repeat this step at least three times, pouring out the milky water and replacing it with fresh cold water.
5. They shake a little salt into the jars and mix it with the butter.
6. They spread the butter on crackers or bread.
7. The children eat and clean up.
8. They write sequence stories about making butter.
9. They write about how butter looks, tastes, feels, smells, etc.
10. They make an illustrated talking mural (p. 64) from comments made while making butter. They use the tape recording.

Additional Possibilities:

1. Sequence story.
2. Sharing experiences.
3. Discussing.
4. Expanding vocabulary.
5. Organizing and information.
6. Summarizing.

Related Center: Sensitivity Center.

ACTIVITY V - VEGETABLE SOUP

Purpose: Expanding Vocabulary

Teacher's Part:

1. Arrange a walk to a neighborhood grocery to look at vegetables.

2. Buy a selection of vegetables such as carrots, potatoes, onions, turnips, tomatoes, corn, etc.
3. Get a soup bone.
4. Prepare the soup.
5. Record children's language during entire activity.

Children's Part:

1. The children observe and discuss vegetables in the store.
2. They help make soup.
3. They eat the soup and comment.
4. They make a book in sequence.

VEGETABLE SOUP

Cook soup bone with water in a large kettle, simmer about two hours. Peel vegetables, cut into small pieces and add to soup bone. Add salt. Cook about 40 minutes to 1 hour.

Additional uses:

Concept of the word "vegetable."
Labeling, describing, touching, smelling, etc., each vegetable
Sequence (soup making).

Related Center: Sensitivity.

ACTIVITY VI - BREAD MAKING

Purpose: Sharing Experiences

Teacher's Part:

1. Present the story "Little Red Hen" (flannel story, film story, movie and/or storybook).
2. Discuss the sequence of the story.
3. Provide baby food jars, soil, and wheat (in preparation for planting wheat).
4. Provide a metate (grinding stone).
5. Furnish ingredients for making bread.

Children's Part:

1. The children retell the story of "Little Red Hen" with flannel board characters, emphasizing sequence.
2. They plant wheat and water it. They watch seeds sprout and grow.
3. The children take turns grinding wheat at the metate.

4. They mix the bread.
5. They knead the bread. Half the dough is made into a small loaf; the other half is flattened out and fried.
6. The children put butter and honey on the fried bread and eat it.
7. They watch the loaf of bread rise.
8. The children bake bread and take it home to their families.
9. They dictate stories or write stories.
    a. Shape book of "Little Red Hen."
    b. Stories about "Little Red Hen"; planting wheat; grinding wheat; mixing, kneading, frying, and baking bread.

BREAD RECIPE

2 qts. lukewarm water
1 can milk
2 tbsp. yeast
2 cups honey
2 tbsp. salt
1 cube margarine
1 5 lb. sack of whole wheat flour

Stir together, let rise. Mix in enough white flour so it isn't sticky and knead. Let dough rise again. Knead down. Make into loaves.
NOTES ON RECIPE: Oil or grease can be substituted for margarine. The milk may be omitted. White flour or whole wheat flour can be used.

ACTIVITY VII - PANCAKES

Purpose: Recalling Steps in Sequence

Teacher's Part:
1. Read a story or make a flannel board story about pancakes.
2. Make the cooking recipe with picture clues cut from magazines and pasted on a chart.
3. For vocabulary development carefully label ingredients and cooking utensils.
4. Record the children's language.
5. Use cooking pancakes in these additional ways:
    a. Sharing experiences.
    b. Discussion experiences.
    c. Listening to stories.
    d. Telling stories.

e. Dictating words, sentences, and stories.
f. Beginning of speaking, writing and reading.
g. Relationship of speaking, writing and reading.
h. Expanding vocabulary.
i. Organizing ideas and steps.

Children's Part:

1. The children read the cooking recipe from the chart with picture clues.
2. They reread the recipe in small groups step by step.
3. The children read the labels on ingredients.
4. They mix ingredients.
5. They cook pancakes; prepare butter and syrup; and eat.
6. They make a pancake book (shape book).
7. The children retell stories with the flannel board.
8. They recall in sequence the steps of making pancakes.
9. They read pancake books.
10. They make pictures of what they like best about making pancakes. They put the pictures into a class book and dictate a story.

ACTIVITY VIII - TORTILLA EXPERIENCE

Purpose: To Bring a Part of the Child's Culture into the Classroom

Teacher's Part:

1. Assemble needed materials and arrange Cooking Center.
2. Ask a mother to come in and demonstrate how to make tortillas, explaining the process in Spanish. You may direct the activity if a mother cannot come in.
3. Record the experience by taking snapshots or using a tape recorder.

Children's Part:

1. The children read a door chart about tortillas as they enter the room in morning.
2. After the demonstration, the children can make their own tortillas.
3. They read the class book about making tortillas.

TORTILLAS

8 cups flour
1/2 lb. lard
2 tbsp. salt
4 cups tepid water

After kneading dough, make into small balls the size of limes. Let the balls stand for a few minutes to set. Put manteca on the balls and flour them. Then, use a rolling pin and roll each ball until it is the size of a saucer. Continue to stretch dough with your hands little by little until they are ready to cook. Put the tortilla on the comal or hotplate until it blisters. Turn to the other side and cook a few minutes longer. Spread with butter and eat.

TORTILLA SONG

Tune: "Here We Go 'round the Mulberry Bush"

> This is the way we make tortillas,
> Make tortillas, make tortillas.
>
> (Let the children supply the words. Include appropriate actions: roll, pat, pinch.)

Record: Pedro and the Street Singers, Children's Guide, #5028. (available through Teaching Tools Company, Phoenix or Tucson)

TORTILLAS

Tortillitas, tortillitas,
Tortillitas para papá,
Tortillitas para mamá,
Tortillitas de salvado,
Para papá cuando esté enojado;
Tortillitas de manteca,
Para mamá que está contenta.

ACTIVITY IX - HALLOWEEN COOKING AND TASTING

Purpose: Discussing Types of Facial Expressions Using a Jack-o'-Lantern

Teacher's Part:

1. Bring a pumpkin and pictures of various facial expressions.
2. Show how a mouth can change a facial expression (turned up or down, etc.)
3. Cut jack-o'-lantern.

Children's Part:

1. The children decide which kind of face they want on their jack-o'-lantern.
2. They discuss different expressions and different jack-o'-lanterns.

Additional Activities: Roasting pumpkin seeds; making pumpkin cookies for tasting activity; tasting pumpkin ice cream.

PUMPKIN COOKIES

2 cups brown sugar, firmly packed
2 cups cooked or canned pumpkin
1 cup salad oil
2 tsps. vanilla
4 cups sifted flour
2 tsps. soda
2 tsps. baking powder
1 tsp. salt
1 tsp. nutmeg
1 tsp. cinnamon
1/2 tsp. ginger
2 cups raisins (if desired)
1 cup chopped nuts

Beat together sugar, pumpkin, oil, and vanilla. Sift together dry ingredients, add to pumpkin mixture and stir until smooth. Blend raisins and nuts. Drop by spoon on oiled cookie sheet. Bake at 350° 12-15 minutes. Makes about 7 dozen.

Other Possibilities for Holidays:

Thanksgiving: Fruit salad or cranberry sauce
Christmas: Candy from chocolate chips, marshmallows and Rice Krispies
Rodeo: Flapjacks

Follow-up for Cooking Activities:

1. Vocabulary: Write one word for each child on a strip of paper describing what he felt, tasted, smelled, etc. Each child usually can read his own word and several other words in his group.
2. Talking mural (p. 64).
3. Shape book made from children's comments during the cooking activity.
4. Sequence stories.
5. Class book of individual stories about the activity. The children dictate or write the stories.
6. Pictures of activity: Each child records on tape the story of his picture.
7. Sharing with the family: Each child takes something he has made at school home to his family.

FIELD TRIPS

PURPOSES

Field Trips as centers of learning provide abundant opportunities for extending language to include the names of things common to the environment, descriptive words for what is seen and heard, and words to tell the motions observed. Field trips assure new learnings and new vocabulary and give children a base from which to extend the learnings into reading and listening activities.

POSSIBILITIES

- Walking field trips in the school area and into the immediate neighborhood are most valuable because they can be repeated from time to time to observe changes and to collect new ideas and new vocabulary.
- On walking field trips, older children can be invited to go along to talk with the young children and to record some of the things they say.
- Specific categories of words can be developed on short trips into the neighborhood - words of color, size, shape, texture, motion, sound, smell, etc.
- A camera can record things children see for a fleeting moment but which have great possibilities for extending vocabularies and understandings. The pictures can be made into sequence stories to report the trip.
- People living in the neighborhood can invite a group of children to come into their yards to visit with a pet, to see a new baby, to learn about plants, or to see home furnishings.
- Transistor tape recorders can be taken on trips to capture the spontaneous responses of children to new and exciting situations. These responses can later be recorded in writing. They add interest to written records of trips.

- Paintings and stories of trips can be bound into books for children to browse through and read.

SKILLS

- Children practice careful observation.
- They practice descriptive vocabularies.
- Children learn new names for common things.
- Children listen to new voices and explain things with words which may be new to them.
- Children formulate questions before the trip and after the trip for further investigation.
- They increase their ability to follow detailed directions.
- They practice the language of manners and courtesy.

FIELD TRIPS

Walking Trips:

1. Children's neighborhood: local shops, the molino, the cimarróna shop, snow cone stand, church, fruit market
2. The molino makes and sells special grocery items - tortillas de harina, tortillas de maíz, chorizo, carne seca
3. Children's homes
4. Shapes - Looking for objects in different shapes. "Why are they that shape?"
5. Treasure Hunt - The children look for something they really would like.
6. Magnet Hunt - Looking for things the magnet will pick up.
7. House under construction
8. Safety signs
9. School cafeteria
10. Principal's office

Field Trips:

Purpose: To Extend Children's Experiences; To Extend Language

Teacher's Part:

1. Arrange for a bus.
2. Arrange for parents' permission.
3. Prepare the children for proper behavior.
4. Prepare the children on what to look for.
5. Take snapshots.
6. Tape record during field trip.
7. Guide discussion afterward.
8. Guide writing.
9. Collect books, pictures, films, etc. related to the trip.
10. Use other centers for extending learning.
11. Prepare for cooking or tasting experiences related to some trips.

Possibilities:

Bus trips -
1. County Fair
2. Park
3. Zoo
4. Dairy
5. Bakery
6. Hatchery

7. Airport
8. Air Base
9. T.V. Station
10. Radio Station
11. Poultry Farm
12. Farm
13. Ranch
14. Stables
15. Museums
16. Desert Museum
17. Art Center
18. Music Store
19. Bus Depot
20. Railroad Station
21. Geology Museum
22. Grocery Store
23. Furniture Store
24. Furniture Repair Store
25. Department Store
26. Shoe Repair Shop
27. Pet Shop
28. Fire House
29. Police Station
30. Highway Patrol
31. Game and Fish Department
32. City Library
33. Research Lab
34. Shopping Center - ride escalators and elevators
35. College Campus
36. High School
37. Downtown - City Hall, Court House, Bank
38. Newspaper
39. Teacher's Home
40. Doughnut Shop
41. Florist
42. Nursery (plants, greenhouse)
43. Nature Walk
44. Trip to snow, sand dunes, etc.
45. Cave, Mountains, Canyon
46. Trailer Court
47. Large Motel
48. City Water Plant
49. Furniture Factory
50. Airplane Factory
51. Potato Chip Factory
52. Bottling Company
53. Ice Cream Plant
54. Telephone Company
55. Power Plant

56. Weather Station
57. Water Source
58. Citrus and Date Grove
59. Watch field laborers (lettuce pickers)
60. Dentist
61. School of Modeling
62. Beauty Parlor and College
63. Barber Shop
64. Veteran's Hospital
65. Observatory
66. Civil Defense Center
67. Mine
68. Historical sites in the area

Children's Part:

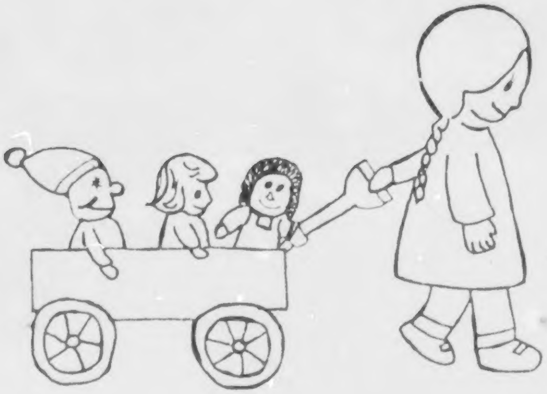
1. The children help with planning.
2. They talk about what they saw and did.
3. They make sequence charts (what they did first, etc.).
4. They tell new words they learned for making lists.
5. They write thank you notes.
6. They write stories individually and collectively.
7. They draw pictures and make collages.
8. They make a talking mural (p. 64).
9. They make a book, perhaps in shapes.
10. The children research other media - films, film strips, books.
11. They dramatize.
12. The children taste and cook when related to the trip. Examples: making butter or ice cream after a trip to the dairy; making bread or tasting an assortment of breads after a trip to the bakery.

Other Centers - Discussion, Sensitivity, Communications, Art, Role Playing, Viewing, Listening

Resource People:

1. Parents of the children in the classroom or other classrooms can talk about their work or hobbies.
2. Community people of Mexican-American descent in various occupations:
    - a. fireman
    - b. policeman
    - c. secretary
    - d. doctor
    - e. college student
    - f. baseball player
    - g. football player

BILINGUAL RESOURCE MATERIAL



CHAPTER IV

BILINGUAL MATERIAL

BILINGUAL POINT OF VIEW

Due to the emphasis on bilingual bicultural education in recent years, many concepts of what it is and theories on how it should be taught have been put forth. Even authorities do not necessarily agree. As teachers of Mexican American children in southern Arizona, we feel that the following excerpts from an article by Theodore Andersson reflect our point of view.[1] The points made in this article are crucial for teachers to understand and accept if they are to work successfully with Mexican American children.

A. Statistics show us a number of alarming facts about the Mexican American and his place in the school and community. "Spanish speaking children start school with a decided handicap (the almost exclusive use of Spanish), fall behind their classmates in the first grade, and each passing year finds them farther behind."[2]

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[1] Theodore Andersson, memorandum, January 8, 1969, Southwest Educational Development Laboratory, Commodore Perry Hotel, Suite 550, Austin, Texas 78701.

[2] National Education Association, *The Invisible Minority: Report of the NEA-Tucson Survey of the Teaching of Spanish to the Spanish-Speaking*, Department of Rural Education, 1210 Sixteenth Street, N.W., Washington, D.C. 20036, 1966.

B. A high percentage of Mexican American children are placed in special education classes, because of their inability to communicate in English, which necessarily affects their level of achievement in an English speaking school. Their placement in these classes is also often dictated by the results of standardized tests. The present day testing materials and procedures are inadequate for testing non-English speaking children, and definitely do not present a true picture of the ability of the children.

C. Another area of critical concern is the overwhelming dropout rate of high school Mexican American students. According to a study by Amando Rodriquez, the total is in excess of fifty percent (50%).[3] The 1960 National Census showed that the average grade level completed by the Mexican Americans was 8.1 years as opposed to 12.0 years for the Anglo Americans.

D. The following figures, also taken from the 1960 National Census, are appalling, and bear out the fact that we as educators must make some drastic changes in our educational system if we are to help this minority group move into the mainstream of American living:

75%	labor
5%	professional
20%	other

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[3] Amando Rodriquez, *A Search for Identity*, U. S. Office of Education, Washington, D. C., 1969.

Ideally we should be moving into the area of teaching equally in Spanish and English, but it is not realistic to assume that it can or will be done at this time due to the variant abilities of the teachers. We, like the children, should start with our present capabilities and continue to work toward the goal of true bilingualism.

STORIES

EL BAILE DEL SEÑOR OSO

El señor Oso dio un baile de máscaras. Convidó al León al Lobo, al Tigre y al Elefante. El Oso se disfrazó de conejo; el León, de cebra; el Lobo, de cordero, y el Elefante, de pulga.

¡Estaban graciosísimos, porque a todos se les conocía muy bien!

El gato, que no estaba invitado, fue al baile con el capuchón de su abuelito. Decía:

-¡No me conoces, no me conoces!

Pero el Lobo le vio la cola por debajo del capuchón y se relamió de gusto pensando como se lo iba a comer. Le dijo:

-Sí que te conozco. Eres mi abuelito querido. Ven para que te dé un beso.

Pero al Lobo también se le veía la cola por debajo de la piel de cordero. Y el gato le conoció. Tuvo mucho miedo y salió corriendo, mientras decía:

-Sí, te conozco; eres el Lobo feroz!

Y corriendo corriendo, llegó a su casa y cerró la puerta con un cerrojo grande como el bastón de un gigante.

LOS TRES OSOS

Esta es la historia de los tres osos: es oso grande, el oso mediano, y el oso pequeño. Los tres osos viven en una casa situada en un bosque.

En la casa de los tres osos hay tres camas: una cama grande para el oso grande, una cama mediana para el oso mediano, y una cama pequeña para el oso pequeño.

Hay también en la casa tres sillas: una silla grande para el oso grande, una silla mediana para el oso mediano, y una silla pequeña para el oso pequeño.

Hay también en la casa una mesa. En la mesa hay tres platos: un plato grande para el oso grande, un plato mediano para el oso mediano y un plato pequeño para el oso pequeño.

Hay también en la mesa tres cucharas: una cuchara grande para el oso grande, una cuchara mediana para el oso mediano, y una cuchara pequeña para el oso pequeño.

Un día el oso grande dice:

-Tengo hambre.

El oso mediano dice:

-Yo tengo mucha hambre,

Y el oso pequeño repite:

-Yo tengo mucha hambre también.

Los tres osos preparan la comida. Preparan una sopa rica y sabrosa.

Entonces sirven la sopa en los tres platos. Para el oso grande sirven mucha sopa en el plato grande. Para el oso mediano sirven menos sopa en el plato mediano. Para el oso pequeño sirven poca sopa en el plato pequeño.

Entonces el oso grande toma la cuchara grande, prueba la sopa y dice:

-¡La sopa está caliente!

El oso mediano toma la cuchara mediana, prueba la sopa y dice:

-¡Sí, la sopa está muy caliente! El oso pequeño toma la cuchara pequeña, prueba la sopa y dice: -Sí, sí, la sopa está muy caliente.

El oso grande dice: -Vamos a dar un paseo por el bosque. El oso mediano dice: -Sí, vamos a dar un paseo por el bosque.

El oso pequeño repite:

-Sí, sí, vamos a dar un paseo por el bosque. Los tres osos van al bosque, dejan la puerta de la casa abierta y la sopa en la mesa.

Una niña entra en la casa de los tres osos y ve la sopa en la mesa.

-Tengo hambre, dice la niña. Toma la cuchara grande, prueba la sopa que hay en el plato grande y dice:

-¡Esta sopa está muy caliente!

Entonces toma la cuchara mediana, prueba la sopa que hay en el plato mediano y dice:

-¡Esta sopa está muy calienta también!

Entonces toma la cuchara pequeña y prueba la sopa que hay en el plato pequeño y dice:

-¡Esta sopa está muy buena! y se toma toda la sopa que hay en el plato del oso pequeño.

La niña ve las tres sillas, y como está muy cansada, dice:

-Voy a sentarme en una silla. Se sienta en la silla grande y dice. -Esta silla no es cómoda.

Se sienta en la silla mediana y dice:

-Esta silla no es cómoda tampoco.

Entonces se sienta en la silla pequeña y dice:

-¡Esta silla es muy cómoda!

Pero como la silla es muy pequeña, se rompe con el peso de la niña.

La niña entonces dice.

-Tengo sueño.

Cuando ve las tres camas de los tres osos, se acuesta en la cama grande y dice:

-Esta cama no es cómoda.

Se acuesta en la cama mediana y dice:

-Esta cama no es cómoda tampoco. Se acuesta en la cama pequeña y dice:

-¡Esta cama es muy cómoda! -- y la niña se duerme en seguida.

Un momento después los tres osos vuelven del bosque y entran en la casa. El oso grande mira su cuchara y su plato y dice:

-¡Alguien ha entrado aquí y ha probado mi sopa!

El oso mediano mira su cuchara y su plato y dice:

-¡Sí, alguien ha entrado aquí y ha probado mi sopa también!

El oso pequeño mira su cuchara y su plato y dice:

-Sí, sí, alguien ha entrado aquí y se ha tomado toda mi sopa!

Entonces el oso grande mira su silla y dice:

-Alguien ha entrado aquí y se ha sentado en mi silla!

Al ver la silla rota, el pobre osito llora y llora.

Entonces el oso grande mira su cama y dice:

-¡Alguien ha entrado aquí y se ha acostado en mi cama!

El oso mediano mira su cama y dice:

-¡Sí, alguien ha entrado aquí y se ha acostado en mi cama también.

El oso pequeño mira su cama y dice:

-Sí, sí, Mamá, Papá! ¡Vengan pronto! Una niña está en mi cama!

Los tres osos van a la cama del oso pequeño.

-¡Ay! - dice el oso grande - esta niña es muy bonita. El oso mediano lo repite:

Y el oso pequeño repite:

-¡Sí, sí, esta niña es muy bonita! En aguel momento se despierta la niña y ve a los tres osos y dice:

-¡Ay! ¡Tengo mucho miedo!

La niña se levanta de la cama y corre, corre, por el bosque.

-¡Ah! dice el oso grande - la niña tiene mucho miedo.

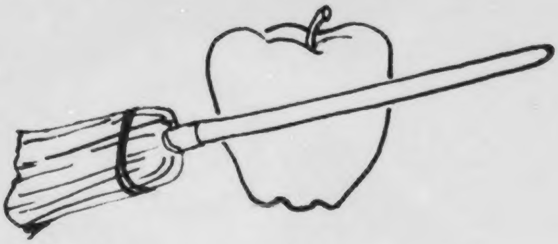
-Sí - dice el oso mediano - la niña tiene mucho miedo.

Y el oso pequeño repite: - ¡Sí, sí, tiene mucho miedo!

La niña corre por el bosque, llega a su casa, y no vuelve nunca a la casa de los tres osos.

BLANCANIEVES

Un día de invierno, mientras los copos de nieve caían del cielo, sucedió que una reina estaba sentada ante su ventana, cuyo borde era tan negro como el ébano, y se ocupaba en coser. Accidentalmente se pinchó con la aguja en el dedo, y tres gotas de sangre cayeron en la nieve. Y la reina se dijo a si misma: ¡Si yo tuviera una hija con lapiel tan blanca como nieve, sus mejillas tan rojas como esta sangre y su pelo tan negro como este reborde! - Poco tiempo después tuvo una niña con su piel blanca como la nieve, sus mejillas encarnadas como la sangre y su pelo negro como el ébano, por lo cual le llamó Blancanieves. Y cuando nació la niña, murió la madre.



Un año después, el rey tomó otra esposa: era una mujer hermosa, pero orgullosa y vana. Tenía un espejo maravilloso; cuando se colocaba ante él y se miraba, decía:

-Espejito, que en el muro reposa,
¿Quién de todo el país es más hermosa?

Y el espejo contestaba:

-Reina y señora, vos sois la más hermosa.

Cuando Blancanieves llegó a la edad de siete años, era tan hermosa como el día, más que la misma reina.

Un día decíale ésta a su espejo:

-Espejito, que en el muro reposa,
¿Quién de todo el país es más hermosa?

Y el espejo contestó:

-Reina y señora, aquí sois la más bella,
Mas Blancanieves mil veces os supera.

La reina se tornó amarilla y verde de envidia. Y su envidia y su orgullo aumentaron en forma tal, que sus noches y sus días se convirtieron en horrible tormento. Finalmente hizo llamar a un cazador y le dijo:

-Lleva a esta niña al bosque. Allí la matarás y luego me traerás su corazón como prueba de su muerte.

El cazador llevó a la niña al bosque. Cuando hubo desenvainado su cuchillo de caza, la pequeña se puso a llorar y a decir:

-¡Oh, buen cazador! Déjame vivir, te prometo que correré por el salvaje bosque y que no volveré jamás a casa.

Y el cazador, dejándose enternecer, le dijo:

-¡Corre, pues pobre niña!

Y Como en ese momento un jabato brincaba cerca de allí, lo traspasó con su cuchillo, le quitó el corazón y se lo llevó a la reina como prueba de haber cumplido sus órdenes.

La pobre niña estaba ahora completamente sola en el gran bosque. De repente se puso a correr y los animales salvajes saltaban a su alrededor sin hacerle ningún daño. Al caer la tarde divisó una casita y entró en ella para reposar.

En la casita todo era diminuto, pero elegante y limpio. Allí estaba puesta una mesita, cubierta de lino blanco, con siete pequeños platos; cada plato tenía su cucharita, su cuchillito, su tenedorcito, su pequeño cubilete; contra el muro se alineaban siete camitas cubiertas de sábanas blancas. Blancanieves comió de cada plato un poco de verdura y de pan, y bebió una gota de vino de cada cubilete, porque no quería tomárselo todo; luego, como estaba muy cansada, se acostó en una de las camitas, se encomendó a Dios y se durmió.

Cuando fué noche cerrada, llegaron los dueños de la casita. Eran los siete enanos que con la pica y el hacha buscaban hierro en las montañas.

Encendieron sus siete candelitas y exclamaron, uno tras otro:

-¿Quién se sentó en mi sillita?

-¿Quién comió en mi platito?

-¿Quién tomó de mi panecillo?

-¿Quién se llevó mis legumbres?

-¿Quién utilizó mi tenedorcito?

-¿Quién cortó con mi cuchillito?

-¿Quién bebió en mi vasito?

Entonces, al mirar en torno de ellos en el cuarto, uno de los enanos vió a Blancanieves que dormía. Llamó en seguida a los demás, que acudieron, exhalaron gritos de sorpresa, fueron a buscar sus siete candelitas e iluminaron el rostro de Blancanieves.

-¡Dios mío! ¡Dios mío! - exclamaron -. ¡Qué hermosa es esta niña!

Y tan contentos estaban, que la dejaron dormir en la camita; el séptimo enanito se acostó con sus compañeros, una hora con cada uno de ellos, y transcurrió la noche.

Al despuntar el día Blancanieves se despertó y luego les contó a los siete enanitos que su madrastra había ordenado que la mataran, pero que el cazador se había condolido de ella y que luego había corrido todo el día, hasta que finalmente encontró la casita.

Los enanos dijeron:

-¿Quieres encargarte de cuidar nuestra casa? Si lo deseas, puedes quedarte con nosotros y nada te faltará.

Blancanieves aceptó el ofrecimiento y se quedó con ellos. Mantenía la casa en perfecto orden. Por la mañana, los enanos se iban al monte; volvían por la tarde y su cena debía hallarse preparada. La niña se quedaba sola durante todo el día, pero los buenos enanos la habían advertido, diciéndole:

-No te fíes de tu madrastra, que pronto sabrá que estás aquí, y no dejes entrar a nadie.

Persuadida de que se había comido el corazón de Blancanieves, la reina se acercó a su espejo y dijo:

-Espejito, que en el muro reposa,
¿Quién de todo el país es más hermosa?

Y contestó el espejo:

-Reina y señora, aquí sois la más bella,
Pero detrás de los montes lejanos,
Donde tienen su casa Siete Enanos,

Blancanieves mil veces os supera.

Esto excitó a la reina, porque ella sabía que el espejo no mentía nunca. Se puso a pensar de qué medio se valdría para hacerla morir. Después de haber dado vuelta en su mente a varios proyectos, resolvió disfrazarse de vieja buhonera. Se dirigió a la casa de los Siete Enanos, golpeó a la puerta y gritó:

-¡Vendo linda mercancía!

Blancanieves dijo:

-Buenos días, buena mujer. - ¿Qué vendéis?

-Bonita mercancía - contestó la mujer; - cintas de todos los colores.

Y diciendo ésto mostraba una cinta compuesta de sedas abigarradas. Blancanieves corrió los cerrojos de la puerta y compró la hermosa cinta.

-Pequeña - dijo la vieja - acércate para que te adorne siquiera una vez.

Blancanieves, que no era maliciosa, se colocó ante ella; pero la vieja se puso a enlazarla tan rápida y estrechamente que Blancanieves perdió la respiración y cayó como muerta ante la casa.

-Ahora has dejado de ser la más bella - dijo la falsa buhonera.

Y se alejó inmediatamente.

Poco rato después llegaron los siete enanitos, que fueron presa de pánico al ver a su querida Blancanieves tendida por tierra como si estuviera muerta. La levantaron, y dándose cuenta de que estaba demasiado apretada, cortaron la cinta; entonces empezó a volverle la vida gradualmente.

Cuando supieron los enanos lo que había sucedido se dijeron:

-La vieja no era otra que esa malvada reina; no dejes entrar a nadie cuando nosotros estemos fuera de casa.

Apenas llegó la maligna mujer a su casa, se acercó al espejo y le dijo:

-Espejito, que en el muro reposa,

Y el espejo contestó como otras veces:

-Reina y señora, aquí sois la más bella,
Pero detrás de los montes lejanos,
Donde tienen su casa Siete Enanos,
Blancanieves mil veces os supera.

Al oír estas palabras, la reina comprendió que Blancanieves había vuelto a la vida.

-Esta vez.- se dijo - quiero encontrar un medio que me libre de ella para siempre.

Y preparó un peine envenenado, luego de haberse disimulado bajo otro disfraz de vieja. Se dirigió a casa de los Siete enanitos, golpeó a la puerta y gritó:

-¡Vendo linda mercancía!

-Seguid vuestro camino - dijo Blancanieves - no debo dejar entrar a nadie.

-Por lo menos no te habrán prohibido mirar - dijo la vieja, sacando de su canasto el peine envenenado, que alzó en el aire.

Tanto le gustó a la niña, que abrió la puerta.

Cuando hubo vendido el peine, la vieja dijo:

-Quiero peinarte una vez como se debe.

La pobre Blancanieves dejó que la vieja la peinara; pero apenas hubo hundido el peine en sus cabellos, la pequeña cayó sin conocimiento.

-¡Maravilla de belleza! - dijo la malvada mujer - acabé contigo para siempre.

Y huyó.

Por fortuna, los siete enanitos llegaron pronto. Cuando vieron a Blancanieves tendida como si estuviera muerta ante la morada, se pusieron a buscar y encontraron el peine envenenado, que se apresuraron a retirar de sus cabellos.

Blancanieves volvió rápidamente en sí, y contó lo que había sucedido. Los enanitos le recomendaron otra vez que no abriera la puerta a nadie.

Apenas llegó a su casa, la reina fué hacia su espejo y le dijo:

-Espejito, que en el muro reposa,
¿Quién de todo el país es más hermosa?

El espejo contestó como la vez anterior:

-Reina y señora, aquí sois la más bella,
Pero detrás de los montes lejanos,
Donde tienen su casa Siete Enanos,
Blancanieves mil veces os supera.

-¡Blancanieves tiene que morir! - exclamó la reina, - aunque me cueste la vida.

Dicho ésto, se puso a preparar una manzana envenenada. Por fuera la manzana era muy bonita, con la piel blanca y encarnada, pero aquel que la comiese debía morir infaliblemente. Entonces la reina se pintó el rostro, se puso un traje de campesina y así disfrazada se encaminó hacia la casa de los siete enanitos.

Golpeó a la puerta.

-No debo dejar entrar a nadie-- dijo Blancanieves, - los siete enanitos me lo han prohibido.

-Está bien - dijo la campesina, - ya encontraré otros lugares para deshacerme de mis manzanas; sin embargo, quiero regalarte una.

Blancanieves devoraba con los ojos la hermosa manzana, y no tuvo el coraje de resistir por más tiempo; alargó la mano y tomó la manzana envenenada. Pero apenas tuvo un pedacito de ella en la boca, cayó muerta en el cuarto. Entonces la reina empezó a reírse a carcajadas al tiempo que decía:

-¡Blanca como la nieve, roja como la sangre, negra como el ébano! Esta vez los enanos no podrán despertarte más.

Y cuando, al llegar a su casa, preguntó a su espejo:

-Espejito, que en el muro reposa,

¿Quién de todo el país es más hermosa"

El espejo contestó por fin:

-Reina y señora, vos sois la más hermosa.

Cuando volvieron los enanos a la tarde, vieron a Blancanieves tendida en tierra. Buscaron con cuidado por si hallaban veneno. Le aflojaron la ropa, le peinaron los cabellos; pero en vano; la querida niña estaba muerta y muerta quedó. La colocaron en un ataúd, y la lloraron durante tres días enteros. Luego quisieron enterrarla, pero conservaba aún su frescura y su mejillas encarnadas. Entonces dijeron:

-No podríamos decidirnos a sepultarla en el negro seno de la tierra.

Hicieron, pues, construir un ataúd de cristal; colocaron en él cuerpo de la muerta y escribieron su nombre encima, añadiendo que era hija de un rey. Hecho lo cual, llevaron el ataúd a lo alto de la montaña, y uno de ellos tenía que montar guardia y cuidarlo. Blancanieves permaneció de esta manera mucho, mucho tiempo, en el ataúd.

Al verla, se hubiera dicho que dormía, tan blanca era su piel, tan encarnados sus labios y sus mejillas y tan negros sus cabellos.

Sucedió que un día el hijo de un rey atravesaba el bosque. Divisó sobre la montaña el ataúd y a la hermosa Blancanieves, y leyó la inscripción. Dijo a los enanitos:

-Dadme este ataúd; os daré a cambio de él todo lo que queráis.

Pero los enanitos contestaron:

-No lo cederíamos por todo el oro del mundo.

El príncipe repuso:

-Entonces, regaládmelo, porque siento que no podré vivir sin ver a Blancanieves, y quiero honrarla como a mi amada.

Oyéndole hablar así, los buenos enanos tuvieron lástima de él y le dieron el ataúd.

El hijo del rey ordenó a su gente que lo cargaran sobre sus espaldas. Pero éstos tropezaron, y la sacudida hizo salir de la garganta de Blancanieves el trozo de manzana envenenada. La niña abrió los ojos al momento y se incorporó.

-¡Dios mío! - gritó! -. ¿Dónde estoy?

El hijo del rey repuso, lleno de alegría:

-Estás a mi lado, te prefiero al mundo entero, sígueme al palacio de mi padre; serás mi esposa.

Blancanieves consintió en seguirlo, y los preparativos de la boda fueron solemnemente ordenados.

Sin embargo, la malvada madrastra de Blancanieves estaba en el número de personas invitadas a la fiesta. Después de adornarse con magníficos atavíos, se acercó a su espejo y dijo:

-Espejito, que en el muro reposa,

¡Quién de todo el país es más hermosa?

El espejo contestó:

Aquí sois la más bella, reina y señora,

Pero la joven reina lo es más ahora.

Al oír estas palabras, la malvada mujer profirió una maldición. Primero no quería ir a la boda; pero su desconcierto era tan grande que fue aún contra su voluntad a ver a la joven reina, en quien reconoció a Blancanieves. Para castigarla, el joven rey había hecho colocar zapatillas de hierro sobre carbones incandescentes. Cuando estas zapatillas se tornaron rojas por el fuego, dos robustos lacayos se las colocaron en los pies a la horrible bruja, a quien obligaron a bailar con ellas puestas, a pesar de los atroces dolores que sentía. Y así bailó hasta que no pudo más y cayó muerta en medio del salón.

DRAMA

With the use of flannel board figures, the class can learn the Spanish and English names of foods. Children can prepare their diets or choose their favorite dinners by manipulating the figures. This activity can develop into a role playing activity of a restaurant scene with the cook, waitress, and customer. A group can develop a menu in Spanish and English for the players to use.

EL TORERO

A game the children will enjoy is make-believe bullfighting. One child is el torero, and carries a cape. Another is el toro, the bull. He holds a pair of horns over his head. The bull charges and the torero passes the bull in front of him; manipulating the cape so that the bull's horns are never allowed to touch him. This requires great skill and takes many hours of practice, for the posture and footwork of the bullfighter are very important.

POEMS

LA VACA DEL REY

Éste era un rey que tenía una vaca. La vaca tenía una cabeza. La cabeza era de la vaca, y la vaca era del rey.

Y la cabeza de la vaca tenía dos cuernos, y los dos cuernos eran de la cabeza de la vaca, y la cabeza era de la vaca, y la vaca era del rey.

Y la vaca tenía dos ojos, y los dos ojos eran de la vaca, y la vaca era del rey.

Y la vaca tenía una nariz, y la nariz era de la vaca, y la vaca era del rey.

Y la vaca tenía cuatro patas, y las cuatro patas eran de la vaca y la vaca era del rey.

Y la vaca tenía un rabo, y el rabo era de la vaca, y la vaca era del rey.

Y la vaca tenía un becerro, y el becerro era de la vaca, y la vaca era del rey.

EL GANSO

¿De dónde vienes, ganso?
De la tienda de garbanzo.
¿Qué traes en el piquito?
Un cuchillito.
¿Dónde lo afilaste?
En aquella piedrecita.
¡Dónde está la piedrecita?
La tiré al agua.
¿Dónde está el agua?
La bebieron los bueyes.
¿Dónde están los bueyes?
Fueron a buscar leña.
¿Dónde está la leña?
La quemó el ama.
¿Dónde está el ama?
Cogiendo moras.
¿Dónde están las moras?
Se las comió la gallina
¿Dónde está la gallina?
Poniendo huevos.
¿Dónde están los huevos?
Los comió el amo.
¿Dónde está el amo?
Oyendo misa.
¡Corre, Mariquita, que te pillo!

A BORDERLAND VERSION OF A CHRISTMAS CLASSIC

'Tis the night before Christmas
And all through the casa;
Not a creature is stirring,
¡Caramba! ¿Qué pasa?
The stockings are hanging,
Con mucho cuidado;
In hopes that San Nicolás
Will feel obligado,
To leave a few cosas,
Aquí and allí,
For Chico y Chica
(Y something for me).
Los niños are snuggled
All safe in their camas,
(Some in vestidos
And some in pajamas).
Their little cabezas
All full of good things
They're all esperando
Qué Santa will bring.
Santa está at the
Busy workroom,
Muy ocupado since
Mid-afternoon
Mamá is sitting
Beside la ventana,
Shining her rolling pin,
Para mañana,
When Santa returns to
His casa saltando,
Carrying his bag muy contento
  cantando,
And Mamá will send him
To bed with a right
Merry Christmas a todos,
Y a todos, good night!

Glossary For

A BORDERLAND VERSION OF A CHRISTMAS CLASSIC

casa - house
caramba - goodness!
Qué pasa - what gives?
Con mucho cuidado - carefully
Cosas - things
Aquí and allí - here and there
Y - and
los niños - the children
camas - beds
vestidos - gowns
cabezas - heads
esperando - hoping, waiting
está - is
muy - very
ocupado - busy
la ventana - window
para mañana - for tomorrow
saltando - jumping
contento - happy
cantando - singing
a todos - to all

MI CABALLO TROTON

Una tarde salí al campo
con el ay, con el ay-ay-ay,
en mi caballo trotón, que-que
con el levitón,
con mi caballo trotón;
y me encontré con dos damas
que eran más guapas que el sol.

Las agarré de la mano
y las llevé al mesón.

Pregunté si había cena
me dijeron, - Sí señor

Pregunté qué cena había.
Dos gallinas y un capón

Gallinas para las damas,
y el capón para el señor.

Pregunté si había vino
me dijeron, - Sí señor

Pregunté qué vino había.
Dos vasitos y un jarrón.

Vasitos para las damas,
y el jarrón para el señor.

YO TENIA DIEZ PERRITOS

Yo tenía diez perritos (bis)
y uno se murió de fiebre.
Ya no tengo más que nueve.

De los nueve que tenía,
uno se murió de tocho.
Ya no tengo más que ocho.

De los ocho que quedaban
uno se tragó un carrete.
Ya no tengo más que siete.

De los siete que quedaban,
a uno le mató el exprés
Ya no tengo más que seis.

De los seis que me quedaban,
uno se mató de un brinco,
ya no tengo más que cinco.

De los cinco que quedaban,
Uno se mató de un salto;
Ya no quedan más que cuatro.

De los cuatro que quedaban,
uno se murió de sed;
ya no tengo más que tres.

De los tres que me quedaban,
uno se murió de tos.
Ya no tengo más que dos.

De los dos que me quedaban,
uno se murió de susto.
Ya no tengo más que uno.

El uno que me quedaba,
se perdió por un gran cerro.
Ya no tengo ningún perro.

LA ESCUELA
(The School)

-Uno más uno, dos.

La escuela, jaula de risas
y el maestro el niño mayor.

-La D con la O, Do

Por los mapas una mosca
va de nación en nación,
viajera sin equipaje,
buscando azúcar y sol.

La lección más importante
va dentro del corazón
Las palabras más hermosas
son primavera y amor.

DO
RE
MI
FA
SOL

Sube por esta escalera
y alcánzame una canción.

Los ángeles de la Guarda
charlan en el corredor
y cantan, mientras esperan,
con sus voces de algodón.

DON ANTON

Que la hora de la merienda ya llegó.
Que ya me sé la lección.

MARRANITO MARRANON

Por un bosque se pasea
Marranito Marranón
con chaqueta colorada
y gorrito tornasol.

El cochino marcha alegre
sobre hierbas verdesol,
y visita a los conejos
de patitas de algodón.

Va silbando por el bosque
la canción del ruiseñor
y saluda en el arroyo
a Juanito, el pica flor.

El Cochino se ha dormido
bajo un follaje verdón
donde templan las cigarras
los serruchos de su voz.

Con las luces de la aurora,
Marranito despertó,
y aléjase, de aquel bosque
perfumado de ilusión.

LOS GRANOS DE TRIGO
(The Grains of Wheat)

¡Ahí va, ahí va!
Uno para el gusano,
otro para los cuervos
y otro para el amo.
¡Ahí va, ahí va!

SALAMON GRUNEZ

Salamón Grúñez
nacido un lunes,
bautizado el martes,
casado el miércoles,
se enfermó el jueves,
empeoró el viernes,
se murió el sábado,
fue enterrado el domingo:
ésta es la historia
de Salamón Grúñez.

DIN, DON, DAN

¡Din, don, dan!
La gatita dio en el flan.
¡Quién la metió?
La maría de la O.
¿Quién la sacó?
La Marucha Capó.
¡Qué mala niña esa!
¡Qué cosa tan traviesa!
¡Tirar la gatita maja
que cazaba ratas en la paja!

OTHER SUGGESTED POEMS IN SPANISH

El Reloj - Antonio Bórquez Solar
Risa Infantil - A. T. Jáuregui
El sueño - Rafael Alberto Arrieta
Meciendo - Gabriela Mistral
A Margarita Deboyle - Rubén Darío
Ajaja! Ajaja! - Juan B. Grosso
La muñeca coqueta - Juan B. Grosso
Canta arroyito - Juan B. Grosso
Canción de nochebuena - Juan B. Grosso
El pastorcito de Jerusalém - Juan B. Grosso
La voz y la luna - Juan B. Grosso
Amor filial - Amado Nervo
Mi abuelita - Teodoro Palacios
Caperucita - Francisco Villaespasa
La cunita - Autor anónimo
Mi manecita - Sitja y Pineda
Mis deditos - Hilario Sanz
Mi mamita - Teodore Palacios
El pollinito de Don Ramón - Juan B. Grosso

RHYMES

LOS DIAS DE LA SEMANA

Lunes, martes, miércoles, tres.
Jueves, viernes, sábado, seis.
y domingo, siete.

A-E-I-O-U- RHYMES

¡Ba-a-ba, el burro ya se va!
¡Be-e-be, el burro ya se fue!
¡Bi-i-bi, el burro no está aqui!
¡Bo-o-bo, el burro no soy yo!
¡Bu-u-bu, el burro eres tú!

A-E-I-O-U,
Arbolito del Perú
Yo tengo seis años.
¿Cuántos años tienes tú?

SPANISH COUNTING RHYME

Uno, dos, tres, cho --
Uno, dos, tres, co --
Uno, dos, tres, la --
Uno, dos, tres, te.
Chocolate, chocolate,
¡bate, bate, el chocolate!

QUI-QUI-RI-QUI

Éste es el gallo que madruga,
Que al salir el sol
     Se alegra y canta:
     ¡Qui-qui-ri-quí!
     ¡Qui-qui-ri-quí!
     ¡No quiero flojas aquí!

AMARRA MI ZAPATO

Uno, dos
amarra mi zapato,
tres, cuatro
cierra la puerta,
cinco, seis
levanta los palos,
siete, ocho
ponlos derechos,
nueve, diez
una gallina grande y gorda.

BUCKLE MY SHOE

One, two
Buckle my shoe,
Three, four
Shut the door,
Five, six
Pick up sticks
Seven, eight
Lay them straight,
Nine, ten
A big fat hen.

CINCO RANITAS

Cinco ranitas
se miran nadar
en la laguna
de fino cristal...

Cinco ranitas
se escuchan cantar
porque la lluvia
muy pronto vendrá.

Cinco ranitas
se miran nadar
en la laguna
de fino cristal.

FIVE LITTLE FROGS

Five little frogs
Look at themselves swimming
In the lagoon
Of clearest crystal...

Five little frogs
Hear themselves sing
Because the rain
Will come very soon.

Five little frogs
Look at themselves swimming
In the lagoon
Of clearest crystal.

EL NEGRO POLILLA

El Negro
Polilla
se fue
a la mar
en una
barquita
de fino
coral.

Sepulta
sus redes
con mano
genial:
y saca
mil peces
del fondo
del mar.

El Negro
Polilla
regresa
del mar:
y vende
dichoso
el rico
manjar.

Cargado
de sueños
el Negro
genial,
se aleja
contento
camino
del mar.

RIDDLES

Estoy pensando en un cuarto que me gusta mucho porque me gusta comer.
No es la cocina.
No es la sala.
No es el dormitorio.
No es el cuarto de baño.
Hay una mesa grande y muchas sillas en este cuarto.
Hay un aparador también.
Se Sirven las comidas en este cuarto.
¿Cómo se llama este cuarto?
El comedor

Estoy pensando en el cuarto donde me lavo las manos y la cara.
Hay toallas y jabón en este cuarto y una tina grande para bañarse.
¿Cómo se llama este cuarto?
El cuarto de baño

Estoy pensando en un cuarto.
Este cuarto es muy importante.
La madre prepara la comida en este cuarto.
Hay una estufa en este cuarto.
¿Cómo se llama este cuarto?
La cocina

Estoy pensando en un cuarto de la casa.
Recibo ~~a mis amigos~~ en este cuarto.
Toco el piano y escucho el radio en este cuarto.
En este cuarto hay sillas y sillones.
También hay lámparas y mesitas y un sofá grande.
¿Cómo se llama este cuarto?
La sala

Cosa y Cosa, ¿Qué Será?

Tito, tito, capotito,
sube al cielo y pega un grito.
El cohete

Es su madre tartamuda
y su padre, buen cantor;
tiene el vestidito blanco
y amarillo el corazoń.
El huevo

Juntos dos en un borrico
Los dos andan a la par;
el uno anda doce leguas
y el otro, una nomás.
Las manecillas del reloj

Si soy joven, joven quedo;
si soy viejo, quedo viejo;
tengo boca y no hablo
tengo ojos y no veo.
El retrato

Fui a la plaza,
compré de ella;
vine a mi casa
y lloré con ella.
La cebolla

Fui a la plaza
compré coloradito.
vine a mi casa
y se me puso negrito.
El jarro

Que es aguello
que colgado en la pared
da sin tener manos
y anda sin tener pies?
El reloj

Siempre quietas,
siempre inquietas,
durmiendo de dia
de noche despiertas.
Las estrellas

LA PEQUEÑA BO PIP

A la pequeña Bo Bip se le fue el rebaño
y ya no encuentra la pista
Dejadlos tranquilos y vendrán solitos
llevando la cola a la vista.

JAMTI DAMTI

Jamti Damti se sentó en un muro.
Jamti Damti se cayó muy duro.
Ni la Guardia Civil ni la Caballería
supieron cómo se incorporaría.

LOS TRES GATITOS

Los tres gatitos perdieron sus guantecitos
y se pusieron a llorar.
Mamá, Mamá, tenemos que confesar
que los guantes se han perdido.

¡Qué malos gatitos, perder los guantecitos!
Por eso, no tendréis pastel.
Miau, miau, miau, miau.
¡Pues no, no tendréis pastel!

Los tres gatitos encontraron sus guantecitos
y de nuevo se pusieron a llorar.
Mamá, Mamá ya te podemos avisar
que los acabamos de encontrar.

Poneos los guantecitos, majaderos gatitos,
y os daré un pastel.
Ronrón, ronrón, ronrón, ronrón.
¡Qué rico es nuestro pastel!

LOS SABIOS

Cucurrucú,
dice la paloma;
sé más que tú.

Pues yo...bee bee,
dice el borrequito,
pues yo sé más...

Guau guau guau,
el perro ladra,
entre los sabios
yo soy papá.

Y la hormiguita
se sonreía
porque de tontos
los conocía...

THE WISE ONES

Coo-coo-roo-coo
Says the dove;
I know more than you.

Well, I, baa-baa
Says the little lamb
Well I know more.

Bow-wow-wow
The dog barks
Among the wise ones
I am the papa.

And the little ant
Smiles to herself
Because as foolish ones
She knew them all.

DANCES

Mexican culture is rich in folk music and dances. They should be included in the school program.

Some of the dances which we feel are representative and easy for young children to learn are:

LA RASPA
CHIAPANECAS
LA BAMBA
LA CUCARACHA
LA BURRITA
JARABE TAPATIO

The music and directions are from:

Mexican Folk Dances
Bowmar Records
10515 Burbank Boulevard
North Hollywood, California 91601

Check your own music department and library for others that may be readily available to you.

We would like to express our appreciation to Armida Islas who assisted us with the research on dances.

SONGS

GOOD MORNING, GOOD MORNING

Buenos días, buenos días
Good morning to you.

¿Cómo te va, cómo te va?
Means, "How do you do?"

(Sing as a greeting each morning as you enter the room.)

¿COMO TE LLAMAS?

¿Cómo te llamas? What is your name?

¿Cómo te llamas? Sing to me your name....

(Each child sings his name - in his own tune.)

FRAY FELIPE
(Brother John)

Fray Felipe, Fray Felipe
¿Duermes tú? ¿Duermes tú?
Toca la campana, toca la campana
Tan, tan, tan -- Tan, tan, tan.

ALLA EN EL RANCHO GRANDE
(Mexican Cowboy Song)

Allá en el Rancho Grande
Allá donde vivía
Había una rancherita
Que alegre me decía
Que alegre me decía

Te voy hacer tus calzones
Como los usa el ranchero
Te los comienzo de lana
Te los acabo de cuero.

Allá en el Rancho Grande....
(Sing first part over again.)

CANCION

Si todos los pueblos de
América
formaran sólo una nación,
¡Qué grande sería ese pueblo
y qué hermoso su corazón!

Si todos los pueblos del mundo
formaran sólo una nación,
¡Qué inmenso sería ese pueblo
y qué noble su corazón!

SONG

If all the peoples of the
Americas
Were to form but one nation,
How great that people would be
And how fine their heart!

If all the people of the world
Were to form but one nation,
How immense that people would be
And how noble their heart!

MI BANDERA

Spanish Rhyme (patriotic)

Roja, blanca y azul
¡Qué bonita es mi bandera!
Yo te amo, yo te sirvo,
Símbolo de mi tierra.

(This is a good activity to use with "Flag Song" in English for young children.)

FAMILY (choric verse)

Mi buena mamita
me lleva a la mesa;
me da la sopita
y después me besa.

Me da pan tostado
y el vaso me llena,
Aún no se ha sentado
mi mamita buena.

A E I O U RHYME

A-E-I-O-U
Arbolito del Perú
Yo me llamo Susana
¿Cómo te llamas tú?

(Me llamo ____________________)

(Use with bilingual song "¿Cómo te llamas?")

GAMES AND SONGS

RIQUI RIQUI RAN

One child sits on lap of mother, facing her. The child leans forward and backward to the rhythm of the verses.

Se sienta el niño sobre las rodillas de la madre, de frente hacia ella; la madre sostiene al niño de las manos y lo inclina hacia adelante y hacia atrás, alternativamente, al ritmo de los siguientes versos:

Riqui riqui ran
los maderos de San Juan
piden pan y no les dan
piden queso y les dan un
  hueso
y se les atora en el pes-
  cuezo.

Aserrín, aserrán
los maderos de San Juan
piden pan y no les dan;
piden queso y les dan un
  hueso,
y se sientan a llorar a la
  orilla de un zaguán.

LA MUÑECA
The Doll

This game is primarily for girls, and any number may play. Número ilimitado de jugadoras. En este juego generalmente intervienen solamente niñas.

Children form a circle and move to the verses. When they sing the following they jump or leap:

Las niñas, al cogerse de las manos, forman un círculo el cual gira al mismo tiempo que cantan los siguientes versos, y dan unos ligeros brincos donde dice:

"Brinca la tablita" y "Bríncala otra vez"

When they sing "Dos y dos son cuatro," etc., they drop hands and tell with their fingers the number they are singing.

Al cantar la suma: Dos y dos son cuatro, etc., se detiene el círculo y las niñas muestran el número de dedos según dice la letra.

Tengo una muñeca
vestida de azul,
zapatitos blancos
delantal de tul.

La saqué a la calle
se me constipó
La metí en la cama
con mucho dolor.

Esta mañanita
me dijo el doctor,
que le dé jarabe
con un tenedor.

Brinca la tablita
yo ya la brinqué,
Bríncala otra vez,
Que yo ya me cansé.

Dos y dos son cuatro
cuatro y dos son seis,
seis y dos son ocho
y ocho dieciséis.

Y ocho veinticuatro
y ocho treintaidós
Ya verás muñeca,
Sí te curo yo.

LA MUÑECA - NUMBER II
The Doll

Tengo una muñeca
vestida de azul
con su sombrerito
y su bandita azul.

La llevé a la calle
se me constipó,
La acosté en la
cama
y se me murió

Le compré su caja
de puro cristal,
La llené de flores
y la fui a enterrar.

Brinca la tablita
yo ya la brinqué
Bríncala otra vez
que yo ya me cansé.

Dos y dos son cuatro
cuatro y dos son seis,
seis y dos son ocho
Y ocho dieciséis.

Y ocho veinticuatro
y ocho treintaidós,
Ya verás, muñeca,
si te curo yo.

NARANJA DULCE

Any number of players may play. Everybody joins hands forming a circle, with one child in the middle. The circle moves clockwise while the children sing.

Número ilimitado de jugadores. Se cogen todos de las manos formando un círculo, en el centro del cual se coloca uno de los jugadores, elegido por suerte o convencionalmente. El círculo gira al mismo tiempo que todos cantan los siguientes versos:

Naranja dulce
limón partido,
dame un abrazo
que yo te pido.

Sí fueran falsos
mis juramentos,
en otros tiempos
se olvidarán.

When they say, "Dame un abrazo," the one in the middle chooses a child to come inside the circle. At the end of the second verse the first player goes out. The children stop moving and clap while singing.

Al decir el coro, "Dame un abrazo..etc.", el jugador del centro abraza al que él quiere de los demás niños, el cual pasa al centro del círculo, y el que estaba dentro sale al terminar de cantarse la segunda estrofa. En ese mismo momento el círculo deja de girar y sonando todos las palmas, rítmicamente con la música, cantan los siguientes versos:

Toca la marcha,
mi pecho llora,
adiós señora,
yo ya me voy.

A mi casita
de sololoy,
compro manzanas
y no te doy.

De ti marí

To choose the child for the middle use the following verse:
Para elegir a un niño se pueden usar los siguientes versos:

De ti marí
de do pingué
Cúcara, mácara
títere fue.

LA HUERFANITA

The number of players is unlimited. The children form a circle, holding hands. One child stands in the middle.

Número ilimitado de jugadores. Se cogen todos de las manos formando un círculo, en el centro del cual se coloca una de las jugadoras. El círculo gira al mismo tiempo que todos cantan los siguientes versos.

Pobrecita huerfanita,
sin su padre, sin su madre;
La echaremos a la calle
a llorar su desventura.

At the end of the first verse the "orphan" goes outside the circle while the group sings:

Al terminar la primera estrofa los jugadores echan a "la huerfanita" fuera del círculo, gritando:

"¡Huérfana, huérfana!"

The orphan enters again, kneels in front of one of the children, and sings:

La huerfanita entra otra vez y se pone de rodillas ante un jugador que ella elija. Se canta la segunda estrofa:

Cuando yo tenía a mis padres
me vestían de oror y plata;
ahora que ya no los tengo
me visten de hoja de lata.

LA VIUDITA (The Little Widow)

Any number of children may play. The children hold hands and form a circle. The widow stands in the middle. They begin to move to the tempo of the verses.

Número ilimitado de jugadores. Todos los niños se toman de las manos formando un círculo. Empieza a girar el círculo al tiempo que cantan los siguientes versos.

Coro: Yo soy la viudita
de Santa Isabel,
Me quiero casar
y no hallo con quién.

El mozo del cura
me mandó un papel
y yo le mandé otro
con Santa Isabel.

Mi madre lo supo
qué palos me dio,
¡Mal haya sea el hombre
que me enamoró!

While the group sings:

Cuando el coro canta:
"¡Qué palos me dio...."

All the others give the widow slaps with their hands. At the end, they stop and the widow sings these verses, pointing to each child on each syllable:

Todos le dan golpes con la palma de la mano a la viudita. Al terminar de cantar el coro, de detiene el círculo y entonces la viudita empieza a cantar su parte sola al mismo tiempo que para sortear va señalando a uno por uno de los jugadores, con los acentos rítmicos de los siguientes versos:

Me gusta la leche,
me gusta el café
Pero más me gustan
los ojos de usted.

Me gusta el cigarro,
me gusta tabaco;
Perc más me gustan
los ojos del gato.

Contigo sí
contigo no
contigo, mi vida
me he de casar.

The child whom she points to at the last syllable is the widow for the next game.

A la niña que le corresponde la última silaba, le toca hacer el papel de la viudita en el siguiente juego.

AGUA TE

Any number may play. Divide into two groups, each group in a line facing each other. The first line goes forward four steps and backward four steps while singing the first verse. The second line moves the same way singing the second verse. The lines alternate verses. In the fifth verse pick a name of one of the players. In the seventh give him a new name as suggested at the end of the game. To finish, the two lines form a circle and sing the last verse.

Número ilimitado de jugadores. Se dividen los jugadores en dos grupos; cada uno forma una fila, cogidos sus integrantes de las manos, y se colocan en frente de la otra fila, a una distancia de 5 0 6 metros, más o menos.

Se inicia el juego con la fila a la que le toca en suerte hacerlo, cantando el primer verso, al mismo tiempo que la fila avanza 4 pasos hacia adelante y luego 4 pasos hacia atrás, ejecutando ésto dos veces, rítmicamente con la música.

Luego se detienen en su lugar, y la otra fila, moviéndose en la misma forma, contesta cantando el siguiente verso.

Y así se van alternando las dos filas en el canto, con sus respectivos pasos de avance y retroceso.

En el quinto verso dicen el nombre de alguno de los jugadores, correspondiendo a su sexo los oficios que en adelante le van atribuyendo. Para finalizar, después de cantar todos los versos que se les han ocurrido, se unen los jugadores de las dos filas, formando un círculo, el cual gira cuando todos cantan.

Celebremos todos juntos, matarile, rile, rile.
Celebremos todos juntos, matarile, rile, ro.

1st fila: Agua té, matarile, rile, rile.
Agua té, matarile, rile, ro.

2nd fila: ¿Qué quiere usted, matarile, rile, rile?
¿Qué quiere usted, matarile, rile, ro?

1st fila: Yo quiero un paje, matarile, rile, rile.
Yo quiero un paje, matarile, rile, ro.

2nd fila: Escójalo usted, matarile, rile, rile, (etc.)

1st fila: Escojo a Daniel, matarile, rile, rile. (etc.)

2nd fila: ¿Qué nombre le pondremos, matarile, rile, rile? (etc.)

1st fila: Le pondremos mataperros, matarile, rile, rile. (etc.)

2nd fila: Ese nombre no le gusta, matarile, rile, rile. (etc.)

Siguen diciendo nombres. Para terminar:

2nd fila: Ese nombre sí le gusta, matarile, rile, rile. (etc.)

Todos: Celebremos todos juntos, matarile, rile, rile, (etc.)

Los nombres que pueden usar son muchos, variados e ingeniosos: Lava platos, barredor, carpintero, cocinero, principe azul, Reina de las flores....

GAME

Place pictures of the table setting and items used at a table setting such as salt, pepper, napkins, etc. inside a bag. Each child will reach in and take an object from the bag. He will call on someone in the group to name the object in Spanish and in English. Then the child will tape the picture by the printed word on the board. This will take about 15 minutes.

DE ESTA MANERA LAVAMOS LE ROPA
(THIS IS THE WAY WE WASH OUR CLOTHES)

De esta manera lavamos la ropa, lavamos la ropa, lavamos la ropa,
De esta manera lavamos la ropa el lunes por la mañana.

De esta manera planchamos la ropa, planchamos la ropa, planchamos la ropa,
De esta manera planchamos la ropa, el martes por la mañana.

De esta manera limpiamos el piso, limpiamos el piso, limpiamos el piso,
De esta manera limpiamos el piso el miércoles por la mañana.

De esta maner cosemos la ropa, cosemos la ropa, cosemos la ropa,
De esta manera cosemos la ropa el jueves por la mañana.

De esta manera limpiamos la casa, limpiamos la casa, limpiamos la casa,
De esta manera limpiamos la casa el viernes por la mañana.

De esta manera cocemos el pan, cocemos el pan, cocemos el pan,
De esta manera cocemos el pan el sábado por la mañana.

De esta manera nos vamos a misa, nos vamos a misa, nos vamos a misa,
De esta manera nos vamos a misa el domingo por la mañana.

GAMES

I

Éste es la botella de vino
Que guarda en su casa el vecino.

II

Éste es el tapón
de tapar
la botella de vino
que guarda en su casa el vecino.

III

Éste es el cordón
de liar
el tapón
de tapar
la botella de vino
que guarda en su casa el vecino.

IV

Éste es la tijera
de cortar
el cordón
de liar
el tapón
de tapar
la botella de vino
que guarda en su casa el vecino.

V

...y éste es el borracho ladrón
que corta el cordón,
que suelta el tapón,
que empina el porrón
y se bebe el vino
que guarda en su casa el vecino.

¿QUE TENGO YO?

(Spanish recall game)

1. Arrange pictures of animals in some order or use plactic models.
2. The leader takes one picture, says, for example, "Tengo un gato," and holds up the picture.
3. Call on a volunteer. As each child takes a picture or a model, he must repeat the names of all the animals taken before his, "Tengo un gato, un perro, una vaca, etc."
4. As the list gets long, the class may imitate the sound the animal makes to help the player recall the order of animals named.

¿CUANTOS TENGO EN LA MANO?

Use frijoles, buttons or other small items.

1. Take a handful in left hand and asks "¿Cuántos tengo en la mano?" (Cuántas, when object is feminine.)
2. Each child may guess the number and you write the guess on the blackboard. Child says "¿Tiene usted __________ frijoles?"
3. Answer with "No sé. Vamos a ver."
4. Then count the objects in español with the class.

¡LO TENGO!

"¡Lo tengo! is a form of Picture Lotto, or Bingo, with all players using the same set of pictures or numbers at first. The first to call, "¡Lo tengo!" is winner of the game.

In the third grade the first "Lo tengo" with numbers could use the figures from one to sixteen in four rows, like this:

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

The next card could go from 17 to 32, thus preparing the children for a calendar "Lo tengo" of the current month. The numbers from one to 32 are also a part of "La Muñeca", one of the popular Spanish songs. Using the calendar teaches both the recognition of numbers out of order and the days of the week: the leader calls, "Domingo, siete." Martes, nueve," etc.

An easy way to provide the necessary markers is to distribute six-inch strips of colored paper about one-half inch wide, one to a child. Let each player tear his own markers as the numbers of the first game are called. Decide before the game begins whether or not to count completed diagonal rows as well as the vertical and horizontal ones.

DAYS OF THE WEEK

(Spanish and English)

Print the days of the week on cards and distribute them to the children. They must respond to the following directions:

1. Who has the first day of the week?
2. Who has the day that comes after __________?
3. Who has the last day of the week?
4. Which day comes between _________ and _________?
5. Who has a school day?
6. See if you can make a line and put the days in order.

JINGLE FOR LEARNING THE DAYS OF THE WEEK

Sunday, Monday, Tuesday, three	domingo, lunes, martes, tres
Wednesday, Thursday, Friday, six	miércoles, jueves, viernes, seis
And Saturday, seven.	Y sábado, siete.

CINCO CALABACITAS

Finger Play - Five Little Pumpkins

Cinco calabacitas sentadas en un portón
(cross hands and use one hand, 5 fingers for five pumpkins)
La primera dijo: (hold up one finger)
"Se está haciendo tarde."
La segunda dijo: (hold up second finger)
"Hay brujas en el aire."
La tercera dijo: (hold up third finger)
" No le hace."
La cuarta dijo: (hold up fourth finger)
"Es una noche de espanto."
La quinta dijo: (hold up fifth finger)
"¡Corramos, corramos!"
Uuuuu hizo el viento (wave arms)
y se apagaron las luces (clap)
Las cinco calabacitas
Corrieron a esconderse! (run fingers behind back)

FIVE LITTLE PUMPKINS

(English translation)

Five little pumkins sitting on a gate
(cross hands and use one hand, five fingers for five pumpkins)
The first one said:
"My it's getting late."
The second one said:
"There are witches in the air."
The third one said:
"We don't care."
The fourth one said:
"It's Halloween fun."
The fifth one said:
"Let's run, let's run."

Ooooo went the wind
Out went the lights
Those 5 little pumpkins ran fast out of sight.

FINGER PLAY

This finger play is like "This Little Pig Went to Market."

Éste era un pollito	Here we have a little pullet
Éste lo pescó	This one culled it
Éste lo mató	This one killed it
Éste lo guisó	This one cooked it
Y éste se lo comió.	And this one ate it.

OR

Este pollito	Here is a chick
Puso este huevito	She laid this little egg.
Éste lo puso a cocer	And this one put it on to cook
Éste le puso la sal	And this one put salt on it.
Y este perro mañoso se lo comió	And this naughty dog ate it.
Y le dio mucha sed	And he became very thirsty
Y empezó a buscar agua	And began to look for water.

TAN, TAN
FINGERPLAY
(Knock, Knock)

Begin by holding hands together - fingers touching.

Tan, tan	Tap "baby" fingers together.
¿Quién es?	Tap thumbs together.
Yo soy	Tap index fingers together.
Manuel	Tap "ring" fingers together.
¿Cómo le va, cómo le va?	Middle fingers cross each other.
(Make sound of kiss)	
Kiss-Kiss	Tap middle fingers together.

GAMES AND POETRY

LUNA, LUNA

Provocándoles la risa a los niños y haciéndoles cosquillas en el cuello se dicen los siguientes versos:

Luna, luna
Dame una tuna
Porque la que me diste
Se me cayó a la laguna.
Luna, luna,
Dame otro queso
El que me diste ayer
Se me atoró en el pescuezo.

ASERRIN, ASSERRAN

Se sienta el niño sobre las rodillas de la madre, de frente hacia ella; la madre agarra al niño de las manos y lo inclina hacia adelante y hacia atrás, alternativamente, al ritmo de los siguientes versos:

Aserrín, aserrán
Los maderos de San Juan
Piden pan y no les dan;
Piden queso y les dan un hueso,
Y se sientan a llorar
Y la orilla de un zaguán.

DE TI MARI

De tí marí
De do pingué
Cúcara, mácara
Títere fue.

MANANA DOMINGO

--Manana Domingo
  Se casa Benito
Con un pajarito
  Que canta bonito.

--¿Quién es la madrina?
--Doña Catalina.
--¿Quién es el padrino?
--Don Juan Botijón
--El que hable primero
Se queda bocón.

A LA RUEDA DE SAN MIGUEL

Número ilimitado de jugadores. Se colocan todos cogidos de las manos formando un círculo, el cual gira a tiempo que cantan los siguientes versos:

A la rueda, a la rueda
De San Miguel, San Miguel
Todos traen su caja de miel;
A lo maduro, a lo maduro,
Que se voltee fulano de burro.

A LA VIBORA DE LA MAR

Número ilimitado de jugadores. Se eligen dos jugadores, casi siempre de los más altos, los cuales se toman de las manos formando un arco por el cual pasan todos los demás, en columna, uno detrás de otro y agarrados de la cintura del de adelante.

Los que forman el arco, secretamente y de común acuerdo, se ponen nombres, uno el ángel y el otro el diablo.

Empieza el juego cuando la columna, formando un círculo o un ocho, pasa debajo del arco cuantas veces sea necesario, mientras cantan los siguientes versos:

A la víbora, víbora de la mar, de la mar.
Por aquí pueden pasar;
El de adelante corre mucho
Y el de atrás se quedará
Tras, tras, tras. (Esta sílaba se repite
cuantas veces sea
necesario, hasta
atrapar al de atrás.)

LOS PERRITOS

Estos eran diez perritos,
Estos eran diez perritos,
Los diez eran graciositos,
Los diez eran graciositos, sitos, sitos, sitos, sitos.

De los diez que yo tenía,
De los diez que yo tenía,
Uno se murió en la nieve,
Y hoy nomás me quedan nueve, nueve, nueve, nueve, nueve.

De los nueve que tenía,
De los nueve que tenía,
Uno se tragó un bizcocho
Y hoy nomás me quedan ocho, ocho, ocho, ocho, ocho.

De los ocho que tenía,
De los ocho que tenía,
Uno lo mató el machete,
Y hoy nomás me quedan siete, siete, siete, siete, siete.

De los siete que tenía,
De los siete que tenía,
Uno se lo di a Moisés,
Y hoy nomás me quedan seis, seis, seis, seis, seis.

De los seis que yo tenía,
De los seis que yo tenía,
Uno se murió de un brinco,
Y hoy nomás me quedan cinco, cinco, cinco, cinco, cinco.

De los cinco que tenía,
De los cinco que tenía,
Uno se murió en un cuarto,
Y hoy nomás me quedan cuatro, cuatro, cuatro, cuatro,
cuatro.

De los cuatro que tenía,
De los cuatro que tenía,
Uno se lo di a Andrés,
Y hoy nomás me quedan tres, tres, tres, tres, tres.

De los tres que yo tenía,
De los tres que yo tenía,
Uno ya me dijo adiós,
Y hoy nomás me quedan dos, dos, dos, dos, dos.

De los dos que yo tenía,
De los dos que yo tenía,
Uno se lo di a Bruno,
Y hoy nomás me queda uno, uno, uno, uno, uno.

De ese uno que tenía,
De ese uno que tenía,
Ese lo mató la criada,
Y hoy ya no me queda nada, nada, nada, nada, nada.

LOS ELEFANTES

Un elefante se columpiaba
Sobre la tela de una araña;
Como veía que resistía
Fue a llamar a un camarada.

Dos elefantes se columpiaban
Sobre la tela de una araña;
Como veían que resistía
Fueron a llamar a un camarada.

Tres elefantes se columpiaban
etc.

SEÑOR DON GATO

Estaba un gato sentado
En su sillita de palo,
Con su media a la francesa
Y su zapato picado;
Recibió carta de España
Que si quería ser casado
Con la gatita morisca
De los ojos colorados,
El gato dijo que sí;
La gata dijo que no;
El gato de sentimiento
Se echó de un tejado abajo.
Se rompió media cabeza
Y se desconchabó un brazo;
Mandaron llamar al médico,
Y el médico ha recetado
Tres varas de longaniza
Y un puerquito bien asado;
A las once de la noche
El gato ya había expirado.
Los gatos se ponen de luto,
Las gatas capotes largos
Los ratones, muy contentos,
Se visten de colorado,
Al ver que había muero un rey
Que tanta guerra había dado.

TRABALENGUAS

1.--Una cabra
Etica palética
Palam palambética,
Tuvo a sus cabritos
Eticos paléticos
Palam palambéticos
Si la cabra no hubiera sido
Etica palética
Palam palambética
Los cabritos no hubieran nacido
Eticos paléticos
Palam palambéticos.

2.--El rey de Constantinopla
Se quiere desconstantinopolizar,
El que lo desconstantinopolizare
Será un buen desconstantinopolizador.

3.--El cielo está encapotado,
¿Quién lo desencapotará?
El que lo desencapotare
Buen desencapotador será.

4.--Estando Curro en un carro
Don Ezquerra y con Chicorro,
Dice "amigos yo me escurro"
Y en un carro ve a Socorro
Hacia el carro corre Curro.

5.--En parte de las partes
Que tú repartes,
Ví que partes muy pronto
Para otras partes,
Yo quedo aparte,
Pero si partes, me partes
De parte a parte.

6.--Ayer un premio propuso
A Rosa Rizo, Narciso,
Si aprende a rezar en ruso;
Y aunque un tanto confuso,
Reza en ruso Rosa Rizo.

7.--Juan Cuinto una vez en Pinto
Contó de cuentos un ciento;
Y un chico dijo contento:
¿Cuánto cuento cuenta Cuinto?

8.--Buscaba el bosque Francisco
un vasco bizco muy brusco.
Y al verlo le dijo un chusco:
¿Busca el bosque, vasco bizco?

9.--María Chuchena su choza techaba,
Y un techador que atento acechaba
Le dijo: ¿Qué techas, María Chuchena,
Techas tu choza o techas la ajena?
Techo la choza de María Chuchena.

10.--Tres tristes tigres tomaban trigo
En tres tristes platos;
En tres tristes platos tomaban trigo
Tres tristes tigres.

11.--Pablito clavó un clavito;
Un clavo clavó Pablito

12.--El volcán de Parangaricutirimícuaro
Lo quieren desemparangaricutirimicuarizar;
El que desemparangaricutirimicuarizare
Será un buen desemparangaricutirimicuarizador.

COOKING

The committee chose to include a cooking section with a bicultural emphasis as a bridge between the home and school. Included are recipes that are easy for children to manage in the classroom and ones that might be enjoyed by the parents in the home.

Many educational opportunities are afforded easily by using cooking in the classroom. Specific purposes can be found in the main section of the book.

NO-BAKE APRICOT BARS

2 cups coconut - shredded or flaked
1 1/2 cups ground dried apricots
1 1/2 cups condensed milk

Mix coconut and apricots. Add condensed milk, mix well. Form into balls and roll in granulated sugar.

NO-BAKE APRICOT COOKIES

2 cups coconut - shredded or flaked
1 1/2 cups ground dried apricots
2/3 cup condensed milk

Mix coconut and apricots. Add milk, mix well. Form into balls and roll in granulated sugar.

NO-BAKE BROWNIES

2 6 oz. pkg. (2 c.) semi-sweet choc. pieces
1 cup evaporated milk
3 cups fine vanilla wafer crumbs
2 cups miniature marshmallows
1 cup chopped nuts
1 cup sifted powdered sugar
1/2 tsp. salt
2 tsp. evaporated milk

Put into a heavy 1 quart saucepan: chocolate pieces and 1 cup evaporated milk. Stir over low heat until melted. Take off heat. Mix in a 3 quart bowl: wafer crumbs, marshmallows, nuts, powdered sugar, and salt. Reserve 1/2 chocolate mixture for glaze. Stir the rest into crumb mixture. Mix well. Press evenly into a buttered 9-inch square pan. Stir 2 teaspoons evaporated milk into the reserved 1/2 cup chocolate mixture until smooth. Spread evenly over mixture in pan. Chill until glaze is set. Cut into 36 squares.

NO-BAKE CHOCOLATE COOKIES

2 cups sugar
4 tblsp. cocoa
1/2 cup milk
1 stick butter or margarine
2 cups uncooked quick oats
3 tblsp. peanut butter
1 tsp. vanilla
nuts and raisins optional

Mix sugar, cocoa, milk and butter and boil hard for 2 minutes, or until mixture forms ball in cold water. Remove from heat. Add remaining ingredients and drop by spoonfuls on waxed paper.

NO-BAKE COCONUT SURPRISES

1 pkg. (3 oz.) cream cheese
1 tsp. chopped nuts
1/4 cup flaked coconut, toasted
1 tsp. grated orange or lemon peel

Beat cheese until light and fluffy. Add nuts and peel. Roll in coconut.

NO-BAKE OATMEAL COOKIES

2 cups sugar
1/4 lb. margarine or butter
1/2 cup milk
1 tsp. vanilla
2 tblsp. cocoa
1/2 cup peanut butter
3 cups minute oats

Mix sugar, margarine/butter and milk together in saucepan. Boil 1 minute and remove from stove. Add vanilla, cocoa, peanut butter and minute oats. Stir together. Drop by tablespoonfuls on waxed paper. Let cool. Cookies are ready to serve in one hour.

NO-BAKE POPCORN COOKIES

1 lb. caramels
2 tblsp. frozen orange juice concentrate
10 marshmallows
1 tsp. vanilla
1 pkg. (5 oz.) popcorn, popped

In saucepan, over hot water, melt caramels mixed with marshmallows and orange juice. Cool, add vanilla. Pour over popcorn and mix. Spoon onto aluminum foil. Shape into 3" circles - 1/2 inch thick. Garnish with coconut and chocolate bits or nuts if desired.

THE GINGERBREAD MAN

Add 1/3 cup lukewarm water to ginger flavored cookie mix.
Blend until smooth.
Chill 1 to 2 hours.
Roll dough 1/8 inch thick on well-floured surface.
Cut with floured cookie cutter.
Bake on lightly greased baking sheet 8 to 10 minutes at 375°.
Ice and decorate.

Things we will need:

a measuring cup
a mixing bowl
a big spoon
wax paper
a rolling pin
cookie sheets
a cookie cutter

DROP COOKIES OR CRINKLES

1 pkg. white, yellow, honey spice, chocolate, or devils food cake mix
1/4 cup soft shortening
1 medium egg
2 tblsp. water

Mix all ingredients thoroughly with hands. Chill dough. Heat oven to 375° F. Roll into balls the size of walnuts. Place 2 inches apart on ungreased baking sheet or drop by teaspoonfuls on ungreased baking sheet. Bake about 10 minutes until delicately browned. (Do not over bake. Cookies will be soft when removed from oven but will be crisp when cool.)
Makes about 3 1/2 dozen cookies.

Variations:

Choco-nut Crinkles - Mix one 6 oz. pkg. semisweet chocolate pieces and 1/2 cup chopped nuts into the dough.

Coconut Crinkles - Mix 1 cup shredded coconut into the dough.

Fruit Crinkles - Mix 1/2 cup mixed candied fruit into the dough.

Peanut Crinkles - Mix 1 cup chopped salted peanuts into the dough.

GUACAMOLE

1 ripe avocado
1 tblsp. lemon juice
1 tsp. worcestershire sauce
1/2 clove minced garlic
1 tblsp. minced onion
Pinch of cayenne pepper
Salt to taste
1 tsp. Tabasco sauce

Peel a ripe avocado, cut it into small pieces, and mash to pulp. Add the lemon juice immediately to keep the avocado from turning brown. Add the minced onion, garlic, worcestershire, Tabasco, pepper and salt. Adjust the seasoning to your own taste. You may wish to add a finely chopped green chili pepper (peeled). Serve in a bowl along with crisp crackers or thin strips of buttered toast. (Recipe for four.)

BIZCOCHITOS

1 cup sugar
2 cups shortening (lard)
1 tsp. anise seed
4 cups white flour
2 cups whole wheat flour
1 tsp. salt
2 tsp. baking powder
about 3/4 cup water

Cream shortening (lard) with hand. Add sugar, heat until light and fluffy. Add anise seed and flour which has been sifted with salt and baking powder. Add just enough water to make mixture hold together. Roll 1/2 inch thick and cut into fancy shapes. Dip in sugar and bake in moderate oven.

CORN TORTILLAS (about 1 dozen small tortillas)

2 cups masa harina
1 tsp. salt
1 1/3 cups warm water

Mix to form a soft dough. Shape into balls. Roll thin or pat it until thin. (If tortillas stick, the dough is too moist. Add a little more harina.) Cook on lightly greased griddle or on ungreased comal over medium heat until edges begin to lift and the tortillas are lightly browned on both sides.

PONTEDURO

2 lb. bag popcorn
4 cups water
6 or 7 squares panocha or 2 cups brown sugar

Pop popcorn - spread on a large sheet of waxed paper on the table. Boil water. Break panocha into crumbs. Put panocha or brown sugar into water and bring it to a boil. Mixture is ready when it forms a little ball in a glass of water. Pour this mixture on top of the popcorn, and roll it into individual popcorn balls.

CHRISTMAS CHEERIOS TREES

3 tblsp. butter
3 cups miniature marshmallows
1/2 tsp. vanilla
4 cups Cheerios
1/2 tsp. green food coloring
small gum drops

Melt butter and marshmallows in a large saucepan over low heat, stirring constantly. Remove from heat; stir in food coloring and vanilla. Fold in Cheerios until evenly coated. On waxed paper and with buttered hands, quickly shape warm mixture into Christmas Trees (makes nine). (Slant hands slightly and press mixture in and down at the same time, turning the mixture to make a rounded tree.). For ornaments, press gum drop slices onto trees.

CHRISTMAS MACAROONS

2 eggs
3/4 c. sugar
1/3 c. unsifted all-purpose flour
1/4 tsp. baking powder
1/8 tsp. salt
1 tsp. vanilla
1 tblsp. butter, melted and cooled
2 2/3 c. flaked coconut
2 oz. German sweet chocolate, melted and cooled
1/4 tsp. ground cinnamon
1/4 tsp. grated lemon rind

Beat eggs until foamy. Add sugar, beating constantly until thickened and light in color - takes 5 minutes with mixer. Fold in flour, baking powder, and salt. Then add butter, vanilla, and coconut. Divide batter in halves; blend chocolate and cinnamon into half and lemon rind into remainder. Drop from teaspoon onto greased and floured baking sheets. Decorate with semi-sweet chocolate chips, maraschino cherry halves, nuts, sugar sprinkles, or additional coconut flakes if desired. Bake at 325° for about 15 minutes or until golden brown around edges. Let stand a few seconds; then place on rack to cool. Store in tightly covered container. Makes about 3 dozen.

MINTED PINEAPPLE

1 pkg. (3 oz.) lime or lemon-lime gelatin
3/4 c. boiling water
1/2 tblsp. vinegar
1 can (1 lb. 4 1/2 oz.) crushed pineapple or pineapple tidbits
6 drops mint extract
Pinch of salt

Dissove gelatin and salt in boiling water. Stir in remaining ingredients, saving can to use as mold. Chill until slightly thickened. Pour into the can and one individual mold or a serving bowl. Chill until firm. To unmold from can, puncture bottom before dipping in warm water. Makes 3 1/4 cups, six side salads or ten relish servings.

NO COOK FONDANT

1/3 cup margarine
1/3 cup light corn syrup
1 tsp. vanilla
1/2 tsp. salt
1 lb. confectioner's sugar, sifted

Cream margarine slightly in large mixing bowl. Blend in corn syrup, vanilla, and salt. Add confectioner's sugar all at once and mix in, first with spoon then kneading with hands. Turn out onto board and continue kneading until mixture is well blended and smooth. Store in cool place. Shape as desired. Makes 1 1/3 pounds.

ICE CREAM

1 qt. milk
1 c. sugar
Pinch of salt
1 pkg. frozen fruit, thawed
Juice of 1 lemon

Mix milk, sugar, salt, and lemon juice. Add fruit. Stir and pour into freezer. Turn freezer until handle becomes difficult to turn. Any kind of fruit may be used. Diced bananas may be substituted for frozen fruit.

FRIJOLES (Beans)

1 lb. pinto beans
2 qts. cold water
4 tsp. salt

Wash the beans in cold water, changing the water four times. Drain them well and put them into a large, heavy pot (a gallon size is best). Add cold water. When the water begins to boil, add the salt and turn the flame low to permit the beans to simmer very slowly until they are tender. Allow about three hours. (This recipe serves four.)

TOSTADAS

1 ready-made tostada for each child
1 size 2 1/2 can of refried beans
1/2 lb. grated cheese
1 head lettuce, shredded
3 medium size tomatoes, diced
1/2 onion, chopped (optional)

Mix onions and tomatoes. Spread beans on tostadas. Sprinkle lettuce on top of beans. Next, sprinkle tomato and onion mixture, then sprinkle grated cheese on top.

RICE PUDDING

1/2 tsp. salt
2 cups water
1/4 cup uncooked rice
1/2 cup raisins
3/4 cup dry milk
1/4 cup sugar
1 cup water
3/4 tsp. vanilla
Cinnamon or nutmeg, if desired

Stir rice into rapidly boiling salted water. Bring back to boiling point and lower heat until the water is just bubbling. Add raisins, cover tightly and cook slowly for 20 minutes. Combine dry milk and sugar, stir into one cup water and beat until mixed. Stir milk mixture into rice; add vanilla. Simmer 10 minutes or until flavors are blended. Chill. Sprinkle lightly with cinnamon or nutmeg, if desired. Makes 6 servings, approximately 1/2 cup each.

SPANISH RICE

1/2 cup uncooked rice
1 tblsp. lard
1/4 onion, finely chopped
1/2 small green pepper, chopped
2 stalks celery, chopped
1 can tomatoes
1 tsp. sugar
2 cups diced canned meat*

Cook rice in lard until lightly browned. Add onion, green pepper, celery, tomatoes, and sugar. Heat to boiling, cover, reduce heat and simmer for 25 minutes or until rice is tender. Stir in the meat and cook slowly, stirring occasionally until heated through, about 5 minutes. Makes 6 servings, about 2/3 cup each.

* If hamburger is used, brown it in frying pan first. Keep breaking hamburger up with fork or spoon so that you have many small pieces.

CHAMPURRO

Makes one gallon (hot drink)

2 cups flour
1 cup panocha (brown sugar)
1 cinnamon stick
1 gallon water
1 can milk

Boil water and sugar with the cinnamon stick. Add the milk. While water is boiling, brown flour in a pan carefully, and on a low flame, as it burns easily. Stir flour with a wooden spoon until it is a light brown color. Pour a little bit of water on the flour until the mixture is like pancake batter. Slowly stir this mixture into the boiling water. Boil together for about 10 minutes until you can see the mixture is getting thick. Serve.

COCOA

6 tblsp. cocoa
6 tblsp. granulated sugar
4 1/2 cups water
1 cup dry milk
1 tsp. vanilla or 1 tsp. cinnamon

Mix cocoa, sugar, and dry milk in a kettle. Add 2 cups water. Stir. Cook for about 5 minutes on medium heat. Add 2 1/2 cups water and allow mixture to come to boiling point, but do not let it boil. Add flavoring. Makes 6 servings.

DATE NUT BALLS

1 1/2 cups sweetened condensed milk
2 tsp. lemon juice
2 cups vanilla wafer crumbs
1 cup chopped dates
1/2 cup chopped nuts
1 cup confectioner's sugar
Powdered sugar to roll balls in

Blend sweetened condensed milk with lemon juice. Add vanilla wafer crumbs and mix well. Mix dates and nutmeats together, then add to first mixture. Sprinkle sifted powdered sugar over this mixture and knead in. Pinch off a small ball of dough and roll between palms of your hands. When all dough is made into balls, roll in more sifted powdered sugar. Then wrap each ball individually in aluminum foil squares. Makes between 3 and 4 dozen. Balls may be stored in refrigerator or frozen until needed.

CHEESE BALL

3/4 cup Roquefort cheese (a small wedge)
1 medium wedge old English cheese
1 tblsp. worcestershire sauce
1 small onion, grated
1 cup fresh parsley, chopped
1 cup pecans, chopped

Mash cheese together with worcestershire and onion. Add one half cup each of parsley and pecans. Shape into a ball. Roll ball in remaining parsley and nuts, coating surface. Serve with cheese knives so children may cut off pieces to spread on crackers.

LANGUAGE PATTERNS

These patterns can be used the first day to get acquainted with the children:

Good Morning.
Buenos días.

How are you?
¿Cómo está usted?

Very well, thank you.
Muy bien, gracias.

¿Cómo te llamas?
What is your name?

Me llamo________.
My name is_______.

TEACHER SAYS:	CHILDREN RESPOND:
Yo me llamo Mr. de la Vara.	Mr. de la Vara.
¿Cómo me llamo? Ella se llama Mrs. Baldenegro.	
¿Cómo se llama ella?	Mrs. Baldenegro.

After the children have done the above, proceed to involve individuals by pointing to a boy or girl who is wearing a name tag and saying the following:

TEACHER SAYS:	CHILDREN RESPOND:
¿Cómo te llamas?	(boy) Me llamo Ricardo.
¿Cómo se llama él?	(girl responds) Él se llama Ricardo.
Ricardo, ¿cómo se llama ella?	(boy responds) Ella se llama Rosa.

* * * * * * *

PROCEDURE

Tell the children that the curved shape of an unopened egg makes each part as strong as any other part. When you press on the egg the pressure is spread out evenly through every part of the shell. Ask the children if this would happen if it were square. "Have any of you ever seen a square egg?"

Be sure and point out to the children that just like a chicken comes out of an egg they also start to grow inside their mothers' bodies.

LANGUAGE PATTERNS

1. What do I have here in my hand?
   ¿Qué tengo aquí en la mano?

2. Are all eggs white?
   ¿Son todos los huevos blancos?

3. Where do eggs come from?
   ¿De dónde vienen los huevos?

* * * *

PROCEDURE

A. Show a picture from a magazine or book. Ask the children to name all the things they see.

B. Show a picture of a person. Ask the children to describe him.

C. Show a picture of something occurring. Ask the children to tell what is happening.

D. Ask the children to look around the room. Ask them to describe what is happening.

E. Ask the children to tell what they saw on their way to school.

LANGUAGE PATTERNS

1. This is a picture of a person.
   Este es un retrato de una persona.

2. What is happening in this picture?
   ¿Qué está pasando en este retrato?

3. What things did you see on your way to school?
   ¿Qué cosas vieron cuando venían a la escuela?

* * * *

PROCEDURE

This day will be used for taking the children on a field trip to the barber shop.

Before the Field Trip:
Ask the children if they have ever been to a barber shop. After they have answered, say, "Well, today that's where we are going, and I want you to notice as many things as you can so that later we can talk about them."

After the Field Trip:

"Well, children, what were some of the things you saw at the barber shop?" Give everyone a chance to participate in the discussion. If time permits record the children's reactions on a poster chart.

LANGUAGE PATTERNS

1. Hoy vamos a ir a la barbería.
2. ¿Qué hacen en una barbería?
3. Cortan el pelo en una barbería.

* * * * * * * *

PROCEDURE

Ask the children to show where they think their hearts are. Start a discussion by asking, "What is your heart for? What does it do? Could you get along without it?"

LANGUAGE PATTERNS

1. Where is your heart?
   ¿Dónde está tu corazón?

2. This is my heart.
   Este es mi corazón.

3. I place my right hand over my heart.
   Pongo mi mano derecha sobre mi corazón.

* * * * * * * *

PROCEDURE

In small groups the children take turns telling something about themselves in Spanish and English. Then write it on their papers for them. Example: Yo soy alto; I am tall.

LANGUAGE PATTERNS

1. Yo soy _____ alto, gordo, pequeño, etc.
   I am _____ tall, fat, small, etc.

2. Tengo pelo _____ café, rubio, etc.
   I have _____ brown, blond, hair, etc.

3. Mis ojos son _____ negros, verdes, azules, etc.
   My eyes are _____ black, green, blue, etc.

* * * *

PROCEDURE

Show an object with which the children are familiar such as an orange. Ask them to describe everything they know about it such as color, shape, size, appearance, taste, smell and feel. For each characteristic they name ask, "How do you know? ¿Cómo sabes?" Do this often enough to start them thinking about how they actually do know the things they know. Also try blindfolding the children and asking them how they know.

LANGUAGE PATTERNS

1. ¿Qué es esto?
   What is this?

2. ¿Cómo sabes?
   How do you know?

3. ¿Puedes verlo?
   Can you see it?

* * * * * * *

PROCEDURE

First, two teachers demonstrate in front of the class showing the children how to trace one another on the butcher paper. Next, the class divides into two groups, one group leaving the classroom to allow more room for work. Each teacher now has a group. After tracing, the children can color and cut their pictures and, if time permits, say something about their pictures. For example: "Yo soy grande. I am big."

LANGUAGE PATTERNS

1. Éste soy yo.
   This is me.

2. Estoy contento.
   I am happy.

3. Estoy en la escuela.
   I am at school.

* * * *

PROCEDURE

A. Ask the children, "How can we tell what other people are feeling?"

B. Ask, "What are some of the things that frightened you once but don't any longer?"

C. "Why is it sometimes good to be afraid?" Explore with the class the idea that many times it is wise to be afraid. There are sensible fears that help keep us safe.

D. "Is being angry or cross all the time a good way to be? Why not?"

E. Ask the children to give examples of things done and said by persons who don't consider the rights and feelings of others.

LANGUAGE PATTERNS

1. Me and my feelings.
   Yo y mis sentimientos.

2. Me and my thoughts.
   Yo y mis pensamientos.

TERMINOLOGY

1. feel = sentir
2. happy = alegre
3. sad = triste
4. angry = enojado
5. afraid = asustado

* * * * * * *

PROCEDURE

A. Hold up a sentence strip and read together. Example: "Estos son mis ojos. Estas son mis orejas." (With picture of eyes and ears.)

B. Next hold up a sentence strip without reading aloud and have a child come to the board and point to the correct body parts on a picture.

C. Next practice a sentence strip with picture covered.

D. Hold up sentence strip and have a child point to the correct body part.

E. Read poems about growing up and discuss them giving the children an opportunity to express themselves.

F. Read the children the "Growing Up Story" or "Growing Up, Growing Older" in Little Owl Series.

LANGUAGE PATTERNS

1. Estoy creciendo.
   I am growing.

2. Este es mi cuerpo.
   This is my body.

3. Yo soy inteligente.
   I am intelligent.

* * * *

PROCEDURE

A. Ask the children how they think a doll, machine, animal, etc. are different from them.

B. Ask the children, "Where do you think you come from?"

C. Ask the children who have younger brothers and sisters at home to tell about some of the ways they have seen them grow.

D. Ask the children to bring pictures of themselves and their friends as babies and put up a bulletin board display.

LANGUAGE PATTERNS

1. ¿De dónde vienes?
   Where do you come from?

2. Yo vengo de ____.
   I come from ____.

3. Yo puedo hablar, oír, ver y sentir.
   I can talk, hear, smell, see, feel.

* * * * * * * *

PROCEDURE

"Today you will all have the opportunity to hear your own voices being recorded. We have been practicing the songs 'Getting to Know You' and the Buenos Días song and today you will be able to hear how you sound."

LANGUAGE PATTERNS

1. Hoy vamos a cantar.
2. Éste es un tocadiscos.
3. Ésta es una grabadora.

* * * * * * * *

PROCEDURE

Allow the children to express themselves and ask any questions they want. Then have children individually come up to the front of the class and state what they would like to be when they grow up, speaking in English, Spanish or both.

LANGUAGE PATTERNS

1. ¿Qué quieres ser cuando seas grande?
   What do you want to be when you grow up?

2. Yo quiero ser maestro, policía, etc.
   I want to be a teacher, policeman, etc.

3. A mí me gusta cantar, bailar, etc.
   I like to sing, dance, etc.

* * * * * * *

PROCEDURE

Ask the children to think of rhyming words for original poems. Example: cat, bat; dog, log; pig, jig. List some pairs on the board and point out that some are spelled almost alike and some are not. Let children make up funny or nonsense rhymes in front of class and do animal pantomimes.

LANGUAGE PATTERNS

1. Éste es un libro de animales.
2. Mi animal favorito es _____.
3. Yo puedo imitar un animal.

* * * * * * * *

PROCEDURE

Start discussion by asking the children questions: "Do all animals come from eggs the mother sits on? Did you ever see a mother sitting on eggs with kittens inside?" Allow the children to respond and encourage conversation.

LANGUAGE PATTERNS

1. La historia de mi nacimiento.
   The story of birth.

2. Yo nací en _____________.
   I was born in ____________.

3. A mí me gusta jugar con los animales.
   I like to play with animals.

* * * *

PROCEDURE

"Yesterday we saw a filmstrip about *Tulita la patita*; today we will repeat it but using different pictures and different people saying the story. Then we will start work on another filmstrip story called *Elena la ballena*."

LANGUAGE PATTERNS

1. Me gusta oír, decir, y escribir cuentos.
   I like to listen, tell, and write stories.

2. ¿Cómo empieza el cuento?
   How does the story start?

3. ¿Cómo se termina el cuento?
   How does the story end?

* * * * * * *

PROCEDURE

A. Ask the children if any of them have ever been to a record shop or if they have a record player at home.

B. Ask the children what some of their favorite songs are.

C. Ask the children if they would like to sing any songs that they know.

LANGUAGE PATTERNS

1. Vamos a practicar esta canción en inglés.
   We are going to practice this song in English.

2. Vamos a practicar esta canción en español.
   We are going to practice this song in Spanish.

3. A mí me gusta cantar en inglés y español.
   I like to sing in English and Spanish.

PROCEDURE

The entire class will participate in this language pattern. Put the following statements on cards. The children take turns selecting cards and acting them out. The class guesses the actions. When the action is described, the child whose turn it is reads his card in Spanish. Write the sentence on the board and continue the game. At the end of the activity review the Spanish sentences on the board.

Él toma el libro.	He takes the book.
Él pone el libro sobre la mesa.	He puts the book on the table.
Él abre la puerta.	He opens the door.
Él lleva el periodico a la puerta.	He takes the paper to the door.
Él va a la ventana.	He goes to the window.
Él viene a la mesa.	He comes to the table.
Trae la silla.	He brings the chair.
Él abre la puerta.	He opens the door.
Toma la pluma.	He takes the pen.
Toma la regla.	He takes the ruler.

SOUNDS FOR SPANISH SPEAKERS LEARNING ENGLISH

The following poems and songs contain sounds in English which are difficult for Spanish speakers to reproduce accurately. They should be used for further language development for bilingual students.

SONGS

What Did You Have for Breakfast?

What did you have for breakfast?
I asked a little bird.
Orange juice or cereal? He didn't say a word.
He only had a flower seed or something from a limb -
Which might I guess be orange juice and cereal to him.

Head, Shoulders, Knees, and Toes
(There Is a Tavern in the Town)

Head and shoulders, knees and toes - knees and toes.
Head and shoulders, knees and toes - knees and toes,
And ear and eyes and mouth and nose -
Head and shoulders, knees and toes - knees and toes.

(Change the words. Let the children sing it individually.)

In a Cottage in the Woods

In a cottage - in the woods (hands and fingers form roof)
Little old man by the window stood (fingers make circle around eyes)
Saw a rabbit hopping by (arm up with two fingers up for ears)
Knocking at his door. (knock on air or table)
Help me - Help me - Help me, he cried (hands up in "help!")
Or the hunter will shoot me dead (fingers make gun)
Come, Little Rabbit - Come to me (beckon)
Happy we will be. (pet your hand)

Where Is Maria?
(Are You Sleeping?)

Where is Maria, Where is Maria? (Teacher)
Here I am. Here I am. (Child)
How are you this morning? (Teacher)
Very well, I thank you. (Child)
Go and play - Go away. (Teacher)

My Nose, My Eye, My Ear, My Mouth

My nose, my eye, my ear, my mouth
My nose, my eye, my ear, my mouth
My nose, my eye, my ear, my mouth Clap! Clap! Clap!

(Change the words for various parts of the body.)

POETRY ESPECIALLY GOOD FOR LANGUAGE DEVELOPMENT

The following poems from May H. Arbuthnot's *Anthology of Children's Literature* are recommended for language development:

Jump or Jiggle - Evelyn Beyer

The Little Turtle - Vachel Lindsay

The Goldfish - Dorothy Aldis

Little Snail - Hilda Conkling

The Snail - Grace Hazard Conkling

An Explanation of the Grasshopper - Vachel Lindsay

Good Morning - Muriel Snipe

Little Black Bug - Margaret Wise Brown

Mice - Rose Fyleman

The Whirl and Twirl - author unknown

Sneezing - Louise Allen

Rain - Robert Louis Stevenson

Mud - Polly Chase Boyden

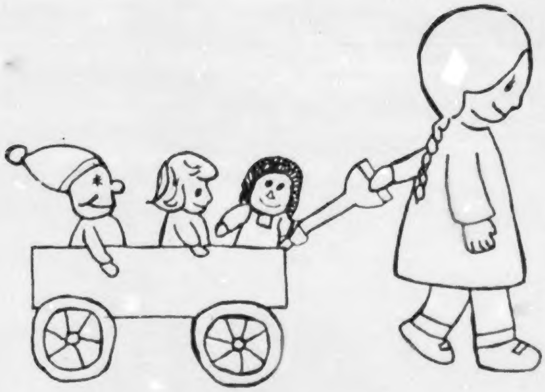
Five Years Old - Mary Louise Allen

Bouncing Ball - Sarah Ruth Watson

My Shadow - Robert Louis Stevenson

Jonathan Bing - Beatrice Curtis Brown

SUPPLEMENTS



APPENDIX I

COMMUNITY RESOURCES

FREE AND INEXPENSIVE MATERIAL SOURCES:

1. LUMBER COMPANY
    a. Wood scraps: sandpaper and make into small building blocks. They often have unique shapes for creativity.
    b. Scraps of wood for gluing together into interesting objects.
    c. Small scraps of wood for collages.
    d. Sawdust for sawdust clay modeling.
    e. Cellutex for inexpensive extra bulletin boards.

2. WALLPAPER STORES
    Old wallpaper samples and scrap wallpaper.

3. APPLIANCE STORES
    Large refrigerator and washer boxes.

4. FUNERAL PARLOR
    Mortician's box.

5. MUSICAL INSTRUMENT STORE
    Piano crate.

6. NEWSPAPER OFFICE
    Rolls of newsprint paper.

7. ICE CREAM PARLORS
    Ice cream containers: for storage of art materials, for an individual cubby hole for each child at school, for role playing (example: making them into space helmets).

8. CHEMISTS AND ASSAYERS SUPPLY STORE
    OFFICE SUPPLY STORE
    Large styrofoam boxes to be used as building blocks and large pieces of styrofoam for art activities.

9. TELEPHONE COMPANY
    a. Tele-trainers to be borrowed.
    b. Scraps of colored telephone wire.
    c. Large spools for outdoor play or to serve as a table base.

10. CARPET SHOPS
    Inexpensive rug samples

11. PRINT SHOPS
    Assorted sizes of "scrap" paper for collage.

12. TILE STORES
    Broken patterns.

13. SOFT DRINK MACHINES
    Bottle caps for art activities.

14. X-RAY LABS
    X-ray boxes for picture and small chart storage.

15. SECONDHAND STORES AND RUMMAGE SALES
    a. Inexpensive items for the Home Center and Role Playing Center.
    b. Cooking equipment for cooking activities.

16. GROCERY STORES
    Advertising items and displays that lend themselves to classroom use.

17. DRESSMAKERS, SEWING CENTERS
    a. Scraps of interesting cloth, trimmings.
    b. Spools.

18. LEATHERWORK SHOPS
    Leather scraps.

APPENDIX II

SUGGESTIONS FOR BOOKS, RECORDS, FILMS, FILMSTRIPS IN ENGLISH FOR TEACHERS AND CHILDREN

INTRODUCTION:

This section is devoted to suggestions of materials in English which can be used successfully with Spanish-speaking children. The recommended materials have been child-tested in the classroom during the year.

BOOK COLLECTIONS

Anglund, Joan Walsh, author of books about feelings for others and books on various subjects; Harcourt, Brace, Jovanovich, Inc., New York.

Brown, Margaret Wise, author of many books about sounds and books on other subjects; several publishers.

Gibson, Myra, author of several books about the senses; Grosset and Dunlap, New York.

Golden Press Shape Books, books by various authors with a wide selection of titles, beautifully illustrated, can be purchased at variety stores; Golden Press, Inc., New York. (Also available in Spanish.)

Little Owl Books, Young Owl Series (Bill Martin, Jr., editor); Holt, Rinehart, and Winston, Inc., New York.

Seuss, Dr., author of numerous children's books; several publishers.

Whitman Publishing Company, Racine, Wisconsin, publisher of inexpensive books available at variety stores.

Wolff, Janet, author of *Let's Imagine* books which encourage child participation and foster much language; E. P. Dutton, New York.

BOOKS

Belpre, Pura, *The Tiger and the Rabbit and Other Tales*, J. B. Lippincott Co., Philadelphia.

Bishop, Curtis, *Little League Amigo*, J. B. Lippincott Co., Philadelphia.

Boggs, Ralph Steele and M. G. Davis, *Three Golden Oranges and Other Spanish Folk Tales*, David McKay Co., Inc., New York.

Brenner, Anita, *The Boy Who Could Do Anything*, Addison-Wesley Publishing Co., Inc., Reading, Massachusetts.

Brock, Virginia, *Piñatas*, Abingdon Press, Nashville, Tennessee.

Castor, Henry, *First Book of the Spanish-American West*, Franklin Watts, Inc., New York.

Clark, Ann Nolan, *Magic Money*, Viking Press, New York.

Clark, Ann Nolan, *Santiago*, Viking Press, New York.

Dazey, Frank, *Pepe, The Bad One*, The Westminister Press, Philadelphia.

De Trevino, Elizabeth B., *Nacar, the White Deer*, Farrar, Straus and Giroux, Inc., New York.

Dolch, Edward W. and M. P., *Stories from Mexico*, Garrard Publishing Company, Scarsdale, New York.

Dolch, Edward W. and M. P., *Stories from Spain*, Garrard Publishing Company, Scarsdale, New York.

Du Soe, Robert C., *Sea Boots*, David McKay Company, Inc., New York.

Ets, Marie Hall, *Bad Boy, Good Boy*, Thomas Y. Crowell Co., New York.

Ets, Marie Hall and Aurora Labastida, *Nine Days to Christmas*, Viking Press, Inc., New York.

Evans, Eva Knox, *Why We Live Where We Live*, Little, Brown and Co., Boston.

Fall, Thomas, *Wild Boy*, Dial Press, Inc., New York.

Faux, Ruth, *It Happened to Anita*, Dodd, Mead and Company, Inc., New York.

Fern, Eugene, *Pepito's Story*, Farrar, Straus and Giroux, Inc., New York.

Fisher, Dorothy C., *A Fair World for All*, Mc Graw-Hill Book Co., New York.

Goldston, Robert, *The Legend of the Cid*, Bobbs-Merrill Co., Inc., Indianapolis.

Grace, Nancy, *Earrings for Celia*, Pantheon Books, Inc., New York.

Haas, Dorothy, *Maria: Everybody Has a Name*, Whitman Publishing Company, Racine, Wisconsin.

Harbin, Elvin O., *Games of Many Nations*, Abingdon Press, Nashville, Tennessee.

Haviland, Virginia, *Favorite Fairy Tales Told in Spain*, Little, Brown and Company, Boston.

Johnson, Lois, *Happy New Year*, Rand McNally and Co., Chicago.

Johnson, Lois S., *Happy Birthdays Round the World*, Rand McNally and Co., Chicago.

Keats, Ezra Jack, and Pat Cherr, *My Dog Is Lost*, Thomas Y. Crowell Co., New York.

Kirn, Ann, *Two Pesos for Catalina*, Rand McNally and Co., Chicago.

Lauritzen, Jonreed, *The Legend of Billy Bluesage*, Little, Brown and Company, Boston.

Lewiton, Mina, *That Bad Carlos*, Harper and Row, Publishers, New York.

Lexau, Joan, *José's Christmas Secret*, Dial Press, Inc., New York.

Lexau, Joan, *Maria's Christmas Secret*, Dial Press, Inc., New York.

Mann, Peggy, *The Street of the Flower Boxes*, Coward, McCann and Geoghegan, Inc., New York.

Martin, Patricia Miles, *Friend of Miguel*, Rand McNally and Co., Chicago.

Martin, Patricia Miles, *Trina's Boxcar*, Abingdon Press, Nashville, Tennessee.

Millen, Nina, *Children's Games from Many Lands*, Friendship Press, New York.

Morrow, Elizabeth, *The Painted Pig*, Alfred A. Knopf, New York.

Ormsby, Virginia H., *What's Wrong with Julio?*, J. B. Lippincott Co., Philadelphia.

Prieto, Mariana B., *Tomato Boy*, John Day Co., Inc., New York.

Rhodes, Dorothy, *Someone for Maria*, Golden Gate Junior Books, Los Angeles.

Schloat, G. Warren, Jr., *Conchita and Juan, a Girl and Boy of Mexico*, Alfred A. Knopf, Inc., New York.

Schweitzer, Byrd Baylor, *Amigo*, The Macmillan Co., New York.

Sommerfelt, Aimee, *My Name Is Pablo*, Criterion Books, New York.

Speevack, Yetta, *The Spider Plant*, Atheneum Publishers, New York.

Talbot, Charlene J., *Tomas Takes Charge*, Lothrop, Lee and Shepard Co., New York.

DUAL LANGUAGE EDITIONS

Frasconi, Antonio, *The Snow and the Sun: A South American Folk Rhyme in Two Languages*, Harcourt, Brace, Jovanovich, Inc., New York.

Joslin, Sesyle and Leonard Wiesgard, *Señor Baby Elephant, the Pirate*, Harcourt, Brace, Jovanovich, Inc., New York.

Prieto, Mariana, *Ah Uco and Itzo*, The John Day Co. Inc., New York.

Rider, Alex, *We Say Happy Birthday*, Funk and Wagnalls Co., New York.

Rider, Alex, *When We Go to School*, Funk and Wagnalls Co., New York.

Roa, Anina, *Peter Pelican - Pedro Pelicano*, Island Press, Fort Myers Beach, Florida.

Trez, Denise, *The Mischievous Cat - El Gato Malevolo*, The World Publishing Co., Cleveland.

Trez, Denise, *The Little Dog - El Perrito*, The World Publishing Co., Cleveland.

Yurchenco, Henrietta, *Fiesta of Folk Songs from Spain and Latin America*, G. P. Putnam's Sons, New York.

RECORDS

(Available through Teaching Tools Company, Phoenix or Tucson.)

ALBUMS

Bowmar Records - many titles, some about Mexican songs and dances.

Records of Children's Songs, sung by Burl Ives, Columbia, *Harmony*.

Let's Play a Musical Game, a participation record for children, Columbia, *Harmony*, HL9522.

Rolito, songs and stories about a little Mexican boy, sung by Frank Luther (a story and song book is available to go with the record).

SINGLES

Young People's Records -- Both companies have many records
Children's Record Guild -- available on a wide variety of
subjects.

Walt Disney Productions - records with books. Children can see the text as they listen to the story, available at variety stores.

Standard Broadcasts - (Records and Scripts) Standard Oil of California, P. O. Box 3495, San Francisco, California 94120 (in both English and Spanish).

FILMS

Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois. Films without words for language development.

Walt Disney Productions, Walt Disney Feature Films.

University of Arizona Film Library, University of Arizona, Tucson, Arizona. Films on all subjects.

FILMSTRIPS

Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois. Fairy Tale Classics.

Coronet Filmstrips/records, available on many subjects.

Walt Disney Productions, available on many subjects.

APPENDIX III

SUGGESTIONS FOR BOOKS AND FILMS IN SPANISH FOR TEACHERS AND CHILDREN

BOOKS

These are books in Spanish to be read to children by a teacher, an aide or perhaps an older child who can read Spanish well.

Alexander, Frances, *Mother Goose on the Rio Grande*, Banks Upshaw and Co., Dallas.

Cooper, Lee, *Fun with Spanish*, Little, Brown and Co., Boston.

Cooper, Lee, *More Fun with Spanish*, Little, Brown and Co., Boston.

De Brunhoff, Laurent, *Barbar's Spanish Lessons*, Random House, Inc., New York.

Eastman, Philip D., *Are You My Mother? In English and Spanish*, Beginner Books, New York.

Ets, Marie, *Gilberto y el viento*, Viking Press, New York.

Flora, James, *The Fabulous Firework Family*, Harcourt, Brace Jovanovich, Inc., New York.

Frasconi, Antonio, *See and Say: A Picture Book in Four Languages*, Harcourt, Brace, Jovanovich, Inc., New York.

Frasconi, Antonio, *See Again, Say Again*, Harcourt, Brace, Jovanovich, Inc., New York.

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Politi, Leo, *A Boat for Pepe*, Charles Scribner's Sons, New York.

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Politi, Leo, *Lito and the Clown,* Charles Scribner's Sons, New York.

Politi, Leo, *Moy Moy,* Charles Scribner's Sons, New York.

Politi, Leo, *Rosa,* Charles Scribner's Sons, New York.

Polito, Leo, *Song of the Swallows,* Charles Scribner's Sons, New York.

Potter, Beatrix, *Pedrín el conejo travieso: Peter Rabbit,* Warne, Frederick, and Company, Inc., New York.

Prieto, Mariana, *Ah Uco and Itzo,* The John Day Company, Inc. New York.

Prieto, Mariana, *A Kite for Carlos,* The John Day Company, Inc., New York.

Rackham, A., *Cuentos de Anderson,* Editorial Juventud, Barcelona.

Ramirez, Pablo, *El hijo del sheriff,* Editorial Molino, Barcelona.

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Soler, Carola, *El libro de los juegos,* Aguilar Mexicana de Ediciones, Mexico City.

Soler, Carola, *El pájaro pito y otras cosas,* Aguilar Mexicana de Ediciones, Mexico City.

Soler, Carola, *Juegos para todos,* Aguilar Mexicana de Ediciones, Mexico City.

350 poesías para niños, Editorial Atlántida, Buenos Aires.

Vigil, Constancia, *Chicharrón,* Editorial Atlántida, Buenos Aires.

These are publishing houses from which catalogues containing lists of Spanish materials and books can be obtained.

Aguilar Mexicana de Ediciones, S.A. Avenida Universidad 757 Mexico 12, D.F.	Spanish books dealing with social studies topics.
Chilton Books Educational Division 401 Walnut Street Philadelphia, Pennsylvania 19106	
Dover Publications, Inc. 180 Varick Street New York, N. Y. 10014	
Dr. Hammond 211 South Main Street McAllen, Texas 78501	
Editorial Diana, S.A. Tlacoquemecatl 73 Mexico, D.F.	Spanish story books with records. (*El gato con botas, La cenicienta*)
Eliseo Torres Publishers, Importers & Booksellers 1435 Beach Avenue New York, N. Y. 10460	One of the best importers.
Extracurricular·Programs Box 219, University Station Provo, Utah 84601	
Follett Publishing Company 1010 West Washington Boulevard Chicago, Illinois 60607	Books with the same title in both English and Spanish. The illustrations are the same in both books.
Gessler Publishing Company, Inc. 110 East 23rd Street New York, N. Y. 10010	
Harcourt, Brace, Jovanovich, Inc. 757 Third Avenue New York, N. Y. 10017	Good Spanish stories for children. (*Snow and the Sun*)
Laguna Beach Books P. O. Box 441 Laguna Beach, California	Spanish books, tapes and felt materials.

Laidlaw Brothers Thatcher and Madison River Forest, Illinois 60305	Instructional materials in Spanish.
Childrens Music Center, Inc. Language Department 5373 West Pico Boulevard Lost Angeles, California	
La Luz, Banks Upshaw and Company 4761 West Touhy Lincolnwood, Illinois	Games and crossword puzzles.
Librería Hachette, S.A. Rivadavia 739 Buenos Aires, Argentina	
Don H. Parsons Associates 1415 Westwood Boulevard Los Angeles, California	Spanish books and records to accompany them. Many are Caesar Romero narrations. Filmstrips are also available.
Random House 201 E. 50th Street New York. N. Y. 10022	
Silver Burdett Company Department T-T Morristown, New Jersey 07960	
Spanish Material Service Pequeño Paquete, S.A. Box 817 Coral Gables, Florida	Golden Books which have been translated into Spanish.

SPANISH FILMS

Encyclopedia Britannica Films
425 North Michigan Avenue
Chicago, Illinois

P-- Primary
I-- Intermediate

A I-- Abeja, La
(The Honeybee)

P-- Agua y lo que hace, El
(Water and What It Does)

I-- Aire que nos rodea, El
(The Air around Us)

P,I Animales de los bosques
(Common Animals of the Woods)

P-- Arboles tienen vida, Los
(A Tree Is a Living Thing)

P-- Ardilla gris, La (2a Edicion)
(Gray Squirrel, 2nd Edition)

P-- Aves en la granja (2a Edicion)
(Birds on the Farm, 2nd Edition)

B P,I Bombero, El
(The Fireman, 2nd Edition)

P,I Botes y buques
(Boats and Ships, 2nd Edition)

C P-- Calor y como lo usamos, El
(Heat and How We Use It)

P,I Cartero, El
(The Mailman, 2nd Edition)

I-- Ciclo del agua, El
(The Water Cycle)

I-- Climas de Norteamerica, Los
(Climates of North America)

I-- Cohetes: Como funcionan
(Rockets: How They Work)

P,I Color
(Color)

I-- Comienzos de la vida vertebrada
(Beginnings of Vertebrate Life)

I-- ¿Cómo se forman las nubes?
(What Makes Clouds?)

P-- Conociendo las flores
(Learning about Flowers)

I-- Conociendo las hojas
(Learning about Leaves)

D I-- Dientes, Los (Desarrollo y cuidado)
(The Teeth - Development and Care)

E P,I Elefantes
(Elephants)

I-- Erosión que nivela la tierra
(Erosion: Leveling the Land)

P-- Estudiando los anfibios
(Looking at Amphibians)

P-- Estudiando los reptiles
(Looking at Reptiles)

F I-- Familia Esquimal
(Eskimo Family)

P,I Fuego, El: ¿Qué lo hace arder?
(Fire: What Makes It Burn?)

G I-- Ganadero: La historia de un ranchero
(Cattleman: A Rancher's Story)

P,I Gato con botas, El
(Puss in Boots)

I-- Gente de España
(People of Spain)

P,I Gente de las riberas del Mississippi, La
(People along the Mississippi)

P,I Grandes animales de Africa
(Big Animals of Africa)

P,I Gravedad, La: Como nos afecta
(Gravity: How It Affects Us)

H P-- Haciendo las cosas moverse
(Making Things Move)

I I-- Indios de la Norteamérica primitiva
(Indians of Early America)

I-- Indios Navajos, Los
(Navajo Indians)

I-- Indios Norteamericanos de hoy, Los
(American Indians of Today)

P,I Invierno en la finca
(Winter on the Farm)

J Juan y María series:

De compras - (On a Buying Trip)
En casa - (At Home)
El recreo - (Recreation)
La escuela - (The School)
La comida - (Food - Meals)
Un viaje - (A Trip)

L P,I Leche, La
(Milk, 2nd Edition)

P-- Lo que las plantas necesitan para crecer
(What Plants Need for Growth)

P-- Luz y lo que hace, la
(Light and What It Does)

M P-- México - Tierra de color y contraste
(Mexico - Land of Color and Contrast)

P,I Miguel descubre el imán
(Michael Discovers the Magnet)

P-- Mono que quiso ser rey, El
(The Monkey Who Would Be King)

I-- Moscas y los mosquitos (Su ciclo de vida y control)
(Flies and Mosquitos - Their Life Cycle and Control)

N P,I Nidos, Los
(Bird Homes)

I-- Niños de la China
(Children of China)

I-- Niños de los Alpes
(Children of the Alps)

P,I Niños Españoles
(Spanish Children, 2nd Edition)

P,I Niños Esquimales
(Eskimo Children)

P,I Niños de Holanda
(Children of Holland)

P,I Niños Mexicanos
(Mexican Children)

P,I Niños Navajos
(Navajo Children)

P,I Niños de Suiza
(Children of Switzerland)

P,I Nuestro correo
(Our Post Office) Rev. Ed.

O I-- Ojos y la vista, Los
(Eyes and Vision)

I-- Olas, Las
(Waves on Water)

P P-- Pastores, Los
(The Shepherds)

P,I Policía, El
(The Policeman, 3rd Edition)

I-- ¿Por qué cambian las estaciones?
(Why Seasons Change)

I-- ¿Por qué sopla el viento?
(What Makes the Wind Blow?)

I-- ¿Por qué perduran las montañas?
(Why Do We Still Have Mountains?)

P,I Primavera en la granja
(Spring on the Farm)

P-- Pueblo de España, Un
(A Spanish Village)

S I-- Sistema solar, El
(A Trip to the Planets)

P-- Sonido y como se transmite, El
(Sound and How It Travels)

P,I Suiza - La vida en una aldea montañesa
(Switzerland - Life in a Mountain Village)

T P-- Termómetros y como funcionan, Los
(Thermometers and How They Work)

P,I Tu amigo el bosque (Sálvalo o destrúyelo)
(Your Friend the Forest)

P-- Tu cuerpo y sus sistemas
(Your Body and Its Parts)

P-- Tu dentadura
(Your Teeth)

P-- Tus oídos
(Your Ears)

P-- Tus ojos
(Your Eyes)

P-- Tu protección contra las enfermedades
(Your Protection against Disease)

P-- Tu sueño y descanso
(Your Sleep and Rest)

V I-- Vaquerías, Las
(The Dairy Farmer)

P,I Verano en la granja
(Summer on the Farm)

P,I Viaje a bordo de un jet
(Airplane Trip by Jet, 3rd Edition)

P-- Viento y lo que hace, El
(Wind and What It Does)

Z P,I Zoológico de insectos
(Insect Zoo)

APPENDIX IV

REFERENCES - ENGLISH AS A SECOND LANGUAGE

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APPENDIX V

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